DOCUMENT RESUME

ED 156 882 CE 017 212

TITLE	High School Courses with Volunteer Components. A Collection of Twelve Case Histories Describing High School Courses That Use Volunteer Activities to Complement Classroom Learning.
INSTITUTION	ACTION, Washington, D.C. National Student Volunteer Program.
REPORT NO	Pam-4000.14-(3/74)
PUB DATE	[Mar 74]
NOTE	171p.; For related documents, see CE 017 210 and CE 017 212-214
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	*Case Studies; Community Service Programs; Course Descriptions; Course Evaluation; Course Organization; Courses; *Experiential Learning; *High School Curriculum; Senior High Schools; Social Studies; *Student Volunteers

ABSTRACT

This document contains twelve case histories of high school courses that have experiential learning components in which students are involved as volunteers in community service programs. Each case history is presented in the same format: (1) a brief description of the school and course; (2) a condensed explanation of the benefits to the community and to the students; (3) rationale and origins of the program; (4) how arrangements are made including recruitment methods, orientation, and additional training provided for the students; (5) how the course functions (details on the curriculum and the way in which the classroom and volunteer activities are organized and carried out); and (6) how the program is evaluated by teachers, agency, supervisors, and student volunteers. Representative case history titles are as follows: Students in an Ecology Course Work on Community Environmental Problems, Spanish Course Includes a Cross-Cultural Tutoring Component, Psychology Students Work in Nursing Homes, and Social Studies Course in Child Development Offers Tutoring in a Lower School. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED156882

HIGH SCHOOL COURSES WITH VOLUNTEER COMPONENTS

A COLLECTION OF 12 CASE HISTORIES DESCRIBING HIGH SCHOOL COURSES THAT USE VOLUNTEER ACTIVITIES TO COMPLEMENT CLASSROOM LEARNING

PUBLISHED BY

ACTION'S National Student Volunteer Program

CE 017 212

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

	PAGE
Introduction	i
Social Studies Course in Child Development Offers Tutoring in a Lower School	1.1
Students in an Ecology Course Work on Community Environmental Problems	2.1
A Social Studies Class Provides Personalized Service to the Aged and the Institutionalized	3.1
Spanish Course Includes a Cross-Cultural Tutoring Component	4.1
General Studies Provides One-to-One Volunteer Service	5.1
Advanced Spanish Students Tutor Spanish-Speaking Classmates in English	6.1
Sociology Students Serve in Community Agencies	7.1
Humanities Curriculum Reinforced by Volunteer Work	8.1
Behavioral Science Students Provide a Range of Community Services	9.1
Health Course Has a Volunteer Option	10.1
Psychology Students Work in Nursing Homes	11.1
Students in Combined Studies Courses Volunteer as Tutors or in Agencies	12.1

INTRODUCTION

This packet contains 12 case histories of high school courses that have volunteer components. In each course the volunteer experience is paramount, but it is combined with conventional classroom work with an emphasis on providing information, action skills, and general principles that directly assist students in interpreting their experiences and operating more skillfully in their volunteer assignments.

These case histories are specific examples of a rapdily growing movement that recognizes community involvement as a vital part of secondary education. They have been researched, reported, and published by the National Student Volunteer Program/ACTION to demonstrate the way some schools have designed curricula to integrate students into the productive activities of the community.

The programs described in these selected case histories are from large schools and small. Some are located in major metropolitan areas, others in suburbs or small towns. Most are public high schools, but some are parochial. Some volunteer programs involve several hundred students participating in a wide range of volunteer activities; in others as few as 10 or 20 students emphasize one type of volunteer service, such as aid to the elderly.

For consistency and ease of reference, all case histories follow the same style and are made up of similar subject sections. Each starts with a brief description of the school and the course. This is followed by a condensed explanation of the benefits to the community and benefits to the students. These are important sections, for it is now acknowledged that any well designed student volunteer program must offer real benefits to both the community and the volunteers. Community agencies or project areas must be selected with care. There must be a real need for volunteer service, and the work assigned must be challenging and of value.

The next section in each case history deals with the "Rationale and Origins of the Program." In almost every instance the programs were conceived by one teacher, or a small group of teachers who recognized the value of experiential education and the importance of practical social service as an adjunct to classroom learning.

This is followed by a major section on "How Arrangements are Made." This includes a description of recruitment methods, orientation, and additional training provided the students.

"How the Course Functions," details the curriculum and the way in which the classroom and volunteer activities are organized and carried out. While most high school volunteer programs are part of social science courses for juniors and seniors, some are directly related to math, science, English, or foreign language courses. Several are combined studies courses. You will notice that the courses describe classroom activity with a variety of formats and focuses, but all have some relation to, and often are integrated with, the community experience.

Each case history concludes with a section on "Evaluation." Teachers, agency, supervisors, and student volunteers all participate in evaluating volunteer performance and the program as a whole. A number of interesting and effective evaluation techniques have been developed.

The basic purpose of these case histories is to illustrate, by example, what high schools have done in this area of experiential learning. It is hoped that faculty and students in other high schools will be encouraged by these examples and will develop for themselves new and innovative ways of engaging students in volunteer service.

SOCIAL STUDIES COURSE IN CHILD DEVELOPMENT OFFERS TUTORING IN A LOWER SCHOOL

THE SCHOOL

A suburban boys' parochial high school provides volunteer tutors for a non-graded, open plan, lower school serving inner city children from pre-kindergarten to eighth grade.

THE COURSE

A high school faculty uses volunteer tutoring in a lower school as practical reinforcement for a social studies course dealing with child development and education.

BENEFITS TO THE COMMUNITY

Tutors provide academic aid and personal attention for the younger students, many of whom come from disadvantaged or broken families. They also teach the children to work independently and develop their own learning goals. The tutors, all juniors and seniors, represent male role models for many of their pupils and contribute special services and resources that enrich the curriculum in the lower school.

BENEFITS TO STUDENT VOLUNTEERS

Academic learning in child development and education is reinforced through first-hand experience in working with children of varying ages in a school with a different environment. Volunteers' personal contact with children from different socio-economic and cultural backgrounds help them overcome stereotyped concepts. The volunteers gain practical experience in planning, organizing, recruiting, funding, transporting, and implementing volunteer projects.

RATIONALE AND ORIGINS OF THE PROGRAM

Members of the high school's social studies faculty designed the pilot program as a semester-long course in education and child development with a year-long volunteer tutoring commitment. To test the concept, the high school's principal appointed an instructor with experience in working with community groups as course teacher and program director. The teacher designed the program and selected the parochial lower school, located in the inner city, on the basis of its need for tutoring services that would support the non-graded, open style of its classes and the ease with which tutors could be introduced into the learning environment. He also hoped to instill in his students a realistic sense of social commitment and volunteerism and a practical understanding of child development and education. Students were scheduled to take two hours of classroom work and spend three hours tutoring each week. For this they would receive credit for one semester of social studies.

During the summer preceding implementation of the pilot program, the high school program director and the lower school principal established the program criteria.

- Each student volunteer would visit the lower school and, on the basis of the tutoring subjects and age groups, determine where he would like to work.
- Actual scheduling would be determined by the number of tutors who selected similar subjects and age groups and the class schedules of volunteers.
- No more than two tutors would work under the supervision of a single lower school teacher.
- Supervising lower school teachers would give tutors weekly assignments to work with one or two of their students.
- Each high school student would tutor for three consecutive hours once a week, obtaining releases from his own classes.

HOW ARRANGEMENTS ARE MADE

Recruitment

Prior to the beginning of school, the program director sends a letter to all high school juniors and seniors. The letter describes the volunteer course and tutoring program as an elective package for social studies credit. Interested students are asked to return an attached program application to the school. The letter itself proved an ineffective means of recruitment. It was too detailed to interest most students, and the program director did not follow up until school had begun. Twelve students out of some 300 applied for the program at this time.

However, during the first two weeks of school, the director personally recruited a total of 30 students, the minimum number needed to justify the use of teacher time for a pilot experiment.

As a result for the failure of the attempt to recruit by mail, the program director now appoints two student volunteers who undertake as their projects much of the recruitment for the coming year. Their recruitment activities include a slide show presented to each high school class.

Orientation

The program director arranges with the principal of the lower school for the high school students to visit the school individually or in small groups, as their class schedule permits. These visits take place over a period of two weeks, each visit being made under the guidance of the program director and the lower school principal. The tours give the prospective high school tutors a chance to see the school, to observe each class in session, and to get an idea of how non-graded classes function. During their visit, the students are asked to consider which age groups they would most like to work with and which subjects they would be most interested in tutoring. Each visit is followed by a brief conference with the lower school principal in which she stresses how much

tutoring means to the children in her school. She also stresses the need for consistent commitments from the tutors. High school students who do not feel that they can meet these commitments, or who find that their expectations differ from actual conditions, are allowed to withdraw.

Interviews

After visits to the lower school, each high school student meets with the program director. They discuss the student's class schedule, the times he is able to tutor, the age group of children he wishes to tutor, and the subject areas. The director also determines which students are able to provide transportation to and from the lower school.

Scheduling

The program director coordinates scheduling of each tutor's volunteer activities on the basis of four factors:

1. The tutor's choice of subject area and age group.
2. The time at which the desired group of children can be scheduled to study the tutor's subject.
3. The tutor's estimate of which high school courses he can be released from most easily.
4. The need to arrange the tutors' volunteer schedule to coincide with available transportation.

Class Release Time

In order to tutor for three consecutive hours each week, the volunteers are required to seek releases from some of their classes. Usually, students combine a study hall or free period with release from one or two classes. They are not released from the social studies course which meets twice a week.

The program director assists by sending a general letter to the faculty in which he explains the need for class releases for student tutors and the way in which class releases will be sought. Each letter is accompanied by a list of students who will be seeking releases, and a notation of the time they wish to be released.

Faculty members are encouraged to deny a student's request if they feel missing class will hurt his studies. Otherwise they are urged to comply with the student's request and establish specific release conditions. This involves decisions about assignments due on release days, quizzes given on those days, responsibility for classroom work missed, and conditions under which the release privilege will be revoked. It is generally agreed that if a student's grades fall below a certain level, he will be required to withdraw from the program.

Each tutor is held responsible for actually obtaining class releases. They discuss the terms of the releases with their teachers, and when these are agreed upon, both parties sign a contract release card. The contract release cards are then returned to the program director and placed in the students' volunteer file.

Tutor - Teachers Meetings

Once all other arrangements have been made, the program director schedules individual meetings between the students and the lower school teachers with whom they will be working. These meetings provide opportunities for the tutor and his supervising teacher to become acquainted. The teacher explains to the tutor the methods used in preparing weekly assignments; the teacher also gives directions in tutoring and a briefing on materials commonly used in her classes.

Transportation

The program director coordinates transportation. He relies on some student drivers but depends heavily on a special pool of parent drivers. Initially, students provided all transportation, but this system proved unreliable, largely because tutors were unable to fulfill their tutoring obligations when student drivers were absent. Therefore, the program director now contacts parents and asks them each to serve as drivers once every three weeks on a rotating basis. This system is effective.

HOW THE COURSE FUNCTIONS

Course content for volunteers' class work is divided into four sections: (1) child development, (2) educational methods and structures at the pre-school and elementary grade levels, (3) the effects of various socio-economic factors on American education, and (4) the development of individual student volunteer projects. Each section is aimed at reinforcing some aspect of the students' tutoring experience and provides a realistic understanding of the significance and problems of volunteerism. Instruction methods include lectures, group discussion, independent research, and supplemental readings. Heavy emphasis is placed on class participation and student initiation of ideas and projects.

(1) Child Development -- As part of their study of the physical, intellectual, and psychological development of children from birth to adolescence, the students are required to undertake three studies based on observations. These observations are intended to sensitize the students to various types of child behavior, particularly those related to their tutoring experiences, and to provide reinforcement of their class discussions and tutoring activities. Most of the students' observations are based on a child they have tutored. The observations include: general child behavior over a one-hour time period; specific behavior such as body movements, language, responses to people and parents, attention spans, and physical reactions to the immediate environment; and a child's attitudes and reaction to authority. The students are asked to set up a situation in which they and a child (or the child and a third person) are placed in an authority-subject relationship. They then observe the child's attitudes toward authority, his responses to the person in authority, and the way in which the authority is exercised. This particular exercise usually elicits much class discussion on the students' own problems with authority and discipline in the lower school classrooms as related to the children they are tutoring and the supervising classroom teacher. They also observe the intellectual development of children by playing simple number games with them.

(2) Educational Methods and Structures -- Alternative types of education such as non-graded, traditional, Montessori, and Summerhill approaches are covered. This section of the course stimulates the students' thinking about their own education. It provides them with a broad understanding of the educational process, the development and diversity of educational institutions, and effects these various education systems or approaches have on children at different stages of development. Toward the end of this study unit, the students are asked to synthesize their thoughts and learning about various types of education in a paper describing how they would run the schools if given the money and the mandate to organize a school system for their community. In preparation for this paper, the program director gives the students a series of essay questions. These ask the students to describe their feelings about the basic goals of human life; ways in which man can best achieve his goals; the relationship of school to man's achievement of his goals; and the meaning of grades. These short essays are supplemented by class discussions and suggested readings.

(3) Socio-Economic Factors -- Topics covered in class and through supplemental readings (from such publications as Psychology Today and Saturday Review) include the education of the poor, urban education, and the effects of social unrest and social change in the schools. This unit helps the students understand the school in which they are tutoring and the children in the school.

(4) Individual Student Volunteer Projects -- The students are encouraged by the program director to initiate, plan, and execute volunteer projects that will directly benefit the lower parochial school or particular groups of its students. This optional phase of the course grew out of the tutors' observations of problems and inadequacies at the lower school. By encouraging individual student projects, the director hopes to instill a sense of social responsibility in his students and familiarize them with the step-by-step processes involved in developing and completing projects.

The director requires only that those students who undertake projects follow a prescribed development process and that the rest of the class cooperate in it. Students who develop projects are evaluated on the basis of how well they complete each of the process steps. Students

who choose not to develop a project are evaluated on the extent to which they participate in the development processes of the other students' projects.

The project development process includes writing a proposal. Proposals must be typed, with sufficient copies prepared for distribution to the program director and each member of the class. The proposals usually follow a simple format suggested by the program director and do not exceed two or three pages in length. The format calls for a project description, rationale, suggested methods of approach and implementation, required resources, applicable funding, and a statement concerning the student's capacity to implement the project.

Each proposal is presented to the class, and the class is expected to critique the proposal and offer suggestions for improvement. The proposal then is refined according to the recommendations of the class and the director, and resubmitted to the class for further comments. This process is repeated several times before a proposal is ready for final submission. Finally, the proposal is presented to the principal of the lower school for her suggestions and approval. When this is received, the project is implemented.

Approximately half of the students in the class initiate and develop their own projects. Some of the projects require funding, most of which is provided by grants from the high school student council. Several students who organized a permanent community service committee receive annually budgeted financial assistance from the student council.

One student project was the procurement of two microscopes and supplemental slides and the development of an instructional manual to accompany the equipment. The student who initiated and developed this project had spent the year tutoring seventh grade science students. He had noticed the lack of adequate equipment for laboratory investigations. He proposed to procure the microscopes and slides by asking local doctors, hospitals, and biological supply companies to donate them. The student's classmates and the program director helped him to identify other possible sources and suggested methods to use in contacting them. The student

spent several weeks calling, writing, and meeting with science teachers, doctors, and hospital and biological supply company personnel. A local doctor offered to donate one microscope, and the supply company from which he ordered the microscope donated a second.

Following his success, the student submitted another proposal to the student government for funds to purchase prepared slides for use with the microscopes. In preparing the proposal, he determined the costs and quality of slides available in several local supply houses, and presented his findings and recommendations to the student government.

Using his own science lab manual as a guide, the student wrote an instructional manual for the lower school students. When all of the instructional aids were installed in the lower school, he briefed each student in the science class on their use. This student's tutoring sessions were devoted totally to such activities, and he performed all project-related tasks on his own time.

Another student planned and implemented high school orientation workshops for eighth grade-level students. The student tutor responsible for this project found that the students he tutored in math were curious about what to expect in high school the following year. The student proposed to provide tutees with a preview of high school life by arranging orientation workshops in each of seven high schools they expected to attend.

After the class had refined the proposal, the student submitted it to the principal of the lower school. She agreed to release the students on the day set aside for the workshops. The high school student then recruited volunteers to transport and accompany the eighth graders to the workshops. He arranged all necessary transportation and scheduling. These schedules were sent to each of the high school principals, key contacts, and high school student volunteers. He sent a letter to each eighth grader's parents, explaining the project and requesting permission to transport their children to and from the workshops.

Through the metropolitan area student council association, he asked students in each of the seven high schools to serve as hosts to the eighth grade students on a one-to-one basis. Each eighth grader was assigned a high school host and informed of the time of the workshop. He obtained approval and support of the project from each high school principal, arranged optimum times for each workshop, circulated word among involved teachers, and asked principals to designate a key contact student and teacher in each high school to help coordinate the project.

The workshops were held late in the school year and were scheduled over a one-week period. All workshops followed a similar format. Workshop participants were convened at a host high school at the designated time; a general introduction to the school was presented by a student or teacher from that school; a tour of the school was arranged with optional visits to classes of interest; informal discussions were held with the high school students on subjects of interest to the visitors; lunch was provided in the high school cafeteria, and a program summary was provided by high school teachers and students.

HOW THE PROGRAM IS EVALUATED

General evaluations are made at the end of the program's first quarter in the form of questions asked orally of the students in class. Questions deal with such topics as transportation, program organization, and program values. The purpose of this evaluation is to identify problems early, involve the students in finding solutions to them, and assist the program director in making long-range program improvements. A written report is required of each student at the end of the program.

The tutoring performance of individual students is monitored informally during the year in conversations between the high school and lower school directors. Supervising teachers report to the directors weekly on their tutors' individual progress and problems. In class and at weekly volunteer meetings after school, the students discuss their tutoring experiences and problems with the children they tutor or the supervising teacher.

The program director evaluates tutors and grades them on their performance in class, on special projects and written work, and on their demonstrated commitments to their tutoring activities. Commitment is determined by the volunteer's attendance, motivation, and project initiation. Students who initiate and implement individual volunteer projects are graded on their performance during each step in the project's development. An extra half-point credit is added to exceptional tutors' final grades. A half point is subtracted from the final grades of those who do poorly.

STUDENTS IN AN ECOLOGY COURSE WORK ON COMMUNITY ENVIRONMENTAL PROBLEMS

THE SCHOOL

A co-educational Catholic high school with 1,200 students in grades 10 through 12, located on the outskirts of a large urban area.

THE COURSE

A year-long ecology course in which field work reinforces what is learned in the classroom. Students are involved in community and environmental projects requested by local community organizations, and agreed upon by the students. Different environmental topics are emphasized each year, depending on the project requests made by the community organizations.

BENEFITS TO THE COMMUNITY

The community receives help from the students in solving serious environmental problems. Citizens benefit from the leadership assumed by the students and recognize the positive impact groups interested in ecology can have on the community.

BENEFITS TO STUDENT VOLUNTEERS

Students obtain a basic knowledge of ecology and, through their practical community experiences, gain an understanding of the social, political, and economic implications that an environmental project involves. They begin to recognize their own capabilities and limitations and to realistically assess what it takes to carry out a community environmental project successfully.

RATIONALE AND ORIGINS OF THE PROGRAM

Because ecology is an important issue that students need to know about, a high school science teacher proposed a year-long elective ecology course to the school administration.

In a written proposal to the board he submitted the rationale for the course, a proposed curriculum design, and an estimated budget of $700 for class and laboratory equipment such as slides, projectors, microscopes, and various other materials.

The teacher was of the opinion that a course in ecology would be more effective and learning more relevant if students were actively involved with the environment in which they lived. The course therefore was designed to include field work. He proposed that students spend the last quarter of the school year on ecological projects requested by community and government groups, with each class agreeing to assume responsibility for at least one major community project a year. Individually or in small groups students could undertake other projects for extra credit.

The ecology teacher decided to model his program for the year on the basic ecology course he himself had received in college. He used the same text and materials. He felt confident that high school students could handle this level of work.

During the first year of the program the student volunteers' aim was to inform the community of their new ecology course and their interest in environmental problems. To make themselves generally known in the area, the first class of students thought it would be a good idea to form a non-profit association, through which they would also be able to undertake projects and receive tax exempt money from private and government groups.

When the students asked the teacher what they should do to form an association, he advised them to find out for themselves. During lab periods they wrote letters to a number of environmental organizations, including the Sierra Club and the National Wildlife Federation, and asked how these groups had been organized.

The answers they received told them that:

- They had to have a constitution.
- They had to have a publicity campaign.
- They had to be approved by the Internal Revenue Service in order to obtain non-taxable funds and grants.

The students attempted to draft a constitution, but they soon found they needed legal help. They then located two attorneys who were interested in ecology and were willing to give their services free. With the help of these attorneys, the association received non-profit status.

The Association

The association was organized exclusively for educational and scientific purposes, and three of the high school's teachers agreed to act as advisers. A borad of executives is elected with each new school year. There are four classes of membership: administrators, who are in charge of the association's operations; volunteers, whose duties are to educate the public in environmental control and to investigate complaints; funding members who have made donations to the association; and honorary members who are citizens of rank whose stand on issues is considered important.

The purpose of the association is to protect the state's environment and to educate the public in environmental control. Its objectives are:

- To prepare and present educational materials to schools, institutions, and civic and social organizations.
- To contact and have available scientific, industrial, and professional educators to act as guest speakers for schools and organizations.

- To act as a clearinghouse for all complaints from public and private organizations to local, state, and Federal agencies involved in the control and abatement of pollution.

- To do preliminary investigations of complaints related to air, water, and solid waste pollution.

- To contact local, state, and Federal agencies when preliminary investigations prove the authenticity of violations.

Having designed a membership certificate, a group of student volunteers then went from door-to-door soliciting members. Meanwhile, another group of volunteers sent form letters to private citizens and organizations to solicit funds and increase membership. The students were successful in obtaining considerable community support, some state aid, and technical assistance from the Environmental Protection Agency.

HOW ARRANGEMENTS ARE MADE

High School juniors and seniors who elect to take the course for the full year are told by the teacher that they will meet four days a week, two of which will be devoted to lectures and two to lab work. For this they receive a full year of science credit.

Orientation for students is given in the form of a course introduction at the beginning of the year. The ecology teacher describes the program procedures, the volunteer commitment related to the course, and the kind of experiences student volunteers have had in the past. Students are asked to consider which specific aspects of ecology they are most interested in so that course work and training can go hand in hand with the projects student volunteers wish to undertake.

HOW THE COURSE FUNCTIONS

The purpose and objectives of the ecology course are to provide the students with the fundamental concepts of ecology and give them the opportunity to apply this knowledge to the solution of related community problems.

Structure of the Course

The course is presented in two sections, divided according to the two school semesters, and consists of (a) the fundamentals of ecology, and (b) the practical application of ecological principles and concepts.

The Classroom Course

Both text and lectures are based on the book, Fundamentals of Ecology, (Eugene P. Odum). In Section I, basic ecological principles and concepts are taught. These pertain to the ecosystem and biogeochemical cycles, the food chain, plant and animal species, and the naming and classification of biotic communities.

Fresh water, marine, and terrestial ecology are covered in Section II, when the biota of streams, oceans, and the earth are examined. This study is not undertaken until spring because it is difficult to work in the field in winter.

Section III deals with applied ecology. Students become involved in community projects. Emphasis is on conservation of natural resources, agriculture, forestry, land use, and wildlife management. Radiation ecology, which takes in nuclear concepts and terminology and the fall-out problem are also explained to the students.

Lab Outline for the Year

The lab outline is based on the book, "A Manual of Field Biology and Ecology", (Benton and Warner).

The first part of the lab course deals with taxonomy, or the securing and identification of unknown organisms. This is taught for a full quarter, because students must have a knowledge of the different plant and animal species before going out into the field.

Field techniques come next, with the teacher showing the students how to collect and preserve specimens of birds, reptiles, mammals, and plants and demonstrating methods for soil, water, and plant analyses. The remaining six lab sections cover both terrestial and aquatic communities, population and behavior field studies, and other field projects the students may wish to undertake.

Methods of Instruction

Although textbooks are used and lectures given, the course relies heavily on audio-visual aids such as slides, tapes, films, and film strips, which are obtained from library funds. Students are able to use cassette tapes on their own, to study at their own pace, and to reinforce what they learn in their field work.

Slides and films deal with:

Fungi
The protozoa
Life in the oceans
Crustaceans
Sea-stars and their relatives
Animal behavior
Animal communication
Life in the soil
Slugs and snails
The segregated worms
Energy and life
Energy cycles in biology
Sexual and asexual reproduction in plants
Environment, changing man's values

Student volunteers gain practical experience in research, project development, and implementation. They continue to meet in both classroom and lab while they are working on their projects.

Community Projects and Student Volunteers

When private and government groups begin calling in their requests to the class at the beginning of the school year, students discuss each request and vote on whether or not they want to undertake a particular project. They base their decision on:

- The estimated length of time needed to complete the project.
- The complexity of the project -- whether they feel they have or will have the capability to perform the task.
- The impact of the project on the community and whether they agree with its philosophy and need.

The student volunteers also investigate the group making the request to verify its reliability and determine how well organized it is. They realize that they must have a sound organizational structure behind them if they are to execute a project successfully. They must consider the amount of money required for a project and what sources the money will come from. If it appears to be too costly, and the organization will not agree to provide or solicit needed funds, the students usually reject the project request. By November students have elected to undertake at least one major class/community project. During the year they usually manage to do two.

Some of the major projects undertaken by the student volunteers are:

- A soil and tree survey for a proposed highway corridor.
- A census of plant and animal species in the proposed highway corridor
- A water study analysis to determine the iron content of local streams that will be affected by the proposed highway.
- Development of information concerning types of pollutants in the county watershed for the County's Environmental Improvement Commission.

- Preliminary investigation of four air pollution sources later investigated by the state's air control board.

- Preliminary investigation of seven water pollution sources later investigated by the state's water control board.

- Presentation of an air pollution study to junior high school students.

- Help in organizing and operating the county's recycling center.

Other projects included an environment conference for the community which was held at the high school and drew 700 participants. Students handled all publicity. Represented at the conference were the Environmental Protection Agency, the National Wildlife Federation, the state water control board, the area's conservation council, and the Coalition on Transportation.

The Recycling Project

The first project the student volunteers undertook was to help organize and operate the county's recycling center. Volunteers sent form letters to citizens requesting them to attend a public hearing at the county court house on the subject of recyclable solid waste--throw-away cans and bottles, newspapers, and corrugated cardboard.

The form letter explained that throw-aways cost the consumer unnecessary money and that an average family could save about $26 a year by buying returnables. It was also pointed out that the consumer's taxes were being wasted becaused 60 percent of litter in the area came from beverage containers, and beverage container landfills had cost the county $33,000 the previous year.

The form letter proposed legislation similar to Oregon's, the only state in the Union that, by law, prohibits the sale of throw-aways. As a result, litter in Oregon has diminished by 60 percent, but beverage sales have not decreased.

Finally, the letter urged citizens to help fight pollution by informing the county board that they would like to see a five-cent deposit required on all beverage containers, and that they would willingly cooperate in newspaper separation.

Following the meeting at the court house, the recycling center reported that both citizen interest and revenues for efforts in resource recovery increased.

Environmental Study for Proposed Highway Corridor

The student's environmental study came at the request of the area's Coalition on Transportation, and asked the students' help in providing ecological information. It encompassed three projects: a soil analysis, a water analysis, and a census of plant and animal species.

Splitting up into small groups of twos and threes, some 40 student volunteers worked on this project, with each group assigned a specific area of study. Double lab hours, or two consecutive class periods, were especially arranged twice a week. Students provided their own transportation. They worked under the supervision of their teacher.

The objectives of the study were to determine the element content of the soil, the iron content of the streams and the types of flora and fauna and rare or endangered species in the proposed highway corridor.

A firm of consulting engineers, engaged by the state highway department, made available to the student volunteers their study methods and sampling techniques; the county coalition on transportation provided data it had collected; the environmental association founded by the students gave financial aid, which was needed to purchase chemicals for tests; and the high school also gave financial aid and made available its laboratory and supplies.

The consulting engineers held public hearings once a month at the county court house, and the student volunteers regularly attended, set up a table and distributed relevant literature. They answered questions and discussed their class projects with the public, Fifteen newspapers gave wide coverage to their involvement.

Regularly, over a period of 15 months, the student volunteers collected soil and water samples, and conducted surveys of plant and animal species. From their observations

student volunteers came to the conclusion that they were opposed to construction of an interstate highway. They felt that with the destruction of so many natural resources, animals would be rendered homeless and eventually certain species would become extinct. Instead of another highway they were in favor of turning the area into a state park.

Through their association they wrote letters to citizens and groups asking for support in trying to convince the government agencies involved that they should stop building highways and opt for mass transportation.

The President's Environmental Merit Awards

When the student volunteers had completed their projects, the high school's ecology instructor sent in applications for the President's Environmental Merit Awards, which he felt his students deserved. These awards are given for outstanding service to the community on the basis of merit and excellence,and most of the student volunteers on the highway survey project received the award for excellence.

HOW THE PROGRAM IS EVALUATED

Community response is considered the best way to evaluate the volunteer ecology program as a whole, and since the students continue to get favorable responses from individual citizens, organizations, and the press, and received the President's Environmental Awards, the program may be said to be a success.

Evaluation of Students

Based on a point system the teacher evaluates individual student learning in two ways:

1. Theoretical - what each student learned in the classroom, evaluated by means of tests, quizzes, assignments, and papers.

2. Practical - what each student has done in the lab and in the field; what he has accomplished on projects, whether or not he worked on it on his own time and the number of projects he undertook.

It is difficult to grade practical work in the field. A method of self-evaluation was tried, but it was not a success.

Grading is now left to the teacher's discretion. Students who work on projects during and after class are generally given a higher grade than those who work on projects only during class.

A SOCIAL STUDIES CLASS PROVIDES PERSONALIZED SERVICE TO THE AGED AND THE INSTITUTIONALIZED

THE SCHOOL

A public high school for 450 students in the tenth through twelfth grades located in a small agricultural community of 2,000.

THE COURSE

A social studies teacher conducts a 12-week course for 19 tenth through twelfth grade students. Three days of volunteer service and two days of class each week give the students a broad personal exposure to contemporary social problems.

BENEFITS TO THE COMMUNITY

Residents of two communities benefit from this program. In their home community student volunteers provide companionship, personal attention, and care on a one-to-one basis to housebound and isolated elderly residents. They also run errands and help with odd jobs that the oldsters have difficulty doing on their own. In a city, some 300 miles away, the students have similarly befriended and assisted residents of six service institutions. They teach reading and assist with speech and physical therapy for young residents in a special cerebral palsy school; they provide veterans, long-term convalescents, and the residents of several rest homes with the kind of personal attention that cannot be offered by the busy personnel of these insitutions.

The students have developed lasting friendships with the people they serve. For many, they have opened up new avenues of interest. Some of the elderly in their hometown have gone back to school as a result of the program. One elderly woman is now writing her memoirs with the help of a high school English teacher.

BENEFITS TO THE STUDENT VOLUNTEERS

The students have learned to communicate and work with many different kinds of people. They have been exposed

to a variety of contemporary social problems and institutions, particularly those common to communities larger than their own, and they have developed an understanding of the isolation and loneliness suffered by the elderly in any community. They have learned to accept responsibility, gained confidence in their ability to work with others, and developed more positive self-images. From their volunteer work they have found a new appreciation for their heritage and for other eras of American life; some of the students have learned skills and handicrafts such as quilt-making and crocheting.

All of the students have become familar with programs serving the disadvantaged, neglected, and handicapped; with social legislation affecting the elderly; and with the steps citizens can take to effect positive change.

RATIONALE AND ORIGINS OF THE PROGRAM

The program was designed by a social studies teacher to provide students in this small rural community with (1) broad exposure to contemporary social problems and services and (2) first-hand experience working with people isolated from the mainstream of society by social, emotional, and physical handicaps. The teacher formulated a plan in which students work individually with old persons in their community and provide personal volunteer services to institutionalized residents in a nearby city.

Few service organizations exist in the students' home town, where the elderly comprise the largest and most neglected segment of the population. In contrast, the county seat, a city of 250,000, boasts a healthy range of services and institutions.

To accommodate his plan the teacher drew up a weekly schedule which includes three days of volunteer service and two days of class. Each student is given a volunteer assignment in two city institutions and is similarly assigned to work with one old person in the home community. The class is scheduled five days a week for two hours with special arrangements made to release the students during the noon hour to allow for transportation time to the city on volunteer days.

The teacher proposed his plan to the high school principal, who agreed to test the program and offered use of the school van for transportation. Together the teacher and principal drew up a list of program criteria. Interested students in all grades are eligible to apply to take the course for two elective credits; the teacher interviews each of the applicants and selected no more than 20 to participate each quarter; students admitted to the course have the option of receiving either a final letter grade or participating on a pass/fail basis.

HOW ARRANGEMENTS ARE MADE

Program arrangements, made by the course teacher, take approximately two months and involve the following procedures:

Recruitment of Students: The course is explained to the students by their advisors during regular registration sessions. The teacher interviews each applicant and selects up to 20 students whom he feels are mature enough to meet the program responsibilities.

Arranging for Local Volunteer Assignments: The teacher works with the local ministerial association whose members are familiar with many of the town's elderly residents. The association selects 20 old people whom they feel will benefit from the program and makes all necessary preliminary arrangements.

Contacting Social Institutions in the County Seat: At the start of the program the teacher met with the administrators of a dozen institutions in the county seat. He explained the program to them, and determined their need for volunteer help. The administrators were interested and asked for the opportunity to participate.

Selecting Social Institutions: The teacher selected six institutions on the basis of their location and the needs of their residents. In order to eliminate as much driving time as possible, institutions were selected that were close together. Some institutions that would have benefitted from the program were eliminated because of distance. Those selected include: a residential cerebral palsy school for youngsters aged 4 to 20 in the terminal stages of the disease; a large county veteran's hospital; and four convalescent and nursing homes, including a receiving center for mental hospitals, a home providing limited medical care, and two homes for the physically incapacitated and senile.

Other than the cerebral palsy school, the majority of residents in these institutions are elderly. The teacher had originally hoped to complement the students' experiences by offering them the opportunity to work with other types and age groups in the city. However, in meeting with the administrators of the various city institutions he learned that the elderly were the most in need of volunteer assistance. He then changed the focus of the course to reinforce the students' experiences more directly in working with the elderly.

Scheduling: The teacher and the local ministerial association discuss the backgrounds and personalities of the older people whom they select to participate in the program. The teacher then matches the students and old people. He then draws up a schedule of all volunteer activities, and sends copies of the schedules to the high school principal and each of the administrations in the institutions in which the students will serve.

The teacher arranges the schedule so that all volunteer activities take place on Monday, Wednesday, and Thursday afternoons. On each of these volunteer days, he takes about 12 of the students to their volunteer assignments in the city and the rest of the students work with an older person at home. A typical schedule looks like this:

John: Monday: Mrs. B (home town)

Tuesday: class

Wednesday: Cerebral Palsy School (city)

Thursday: Convalescent Center (city)

Friday: class

Anita: Monday: Convalescent Home (city)

Tuesday: class

Wednesday: Mr. L. (home town)

Thursday: Veteran's Hospital (city)

Friday: class

Arranging for Volunteer Assignment Changes: The teacher gives the students the option of trading one or both of their city assignments with their classmates midway through the program. This precludes a flood of requests for changes at the beginning of the year and gives each student a chance to work in an institution of his own choosing. About half of the students trade assignments.

HOW THE COURSE FUNCTIONS

The first two weeks of the course are spent in daily classroom orientation sessions. These provide the students with the necessary content background and prepare them for their volunteer activities through a variety of affective learning methods. The teacher begins by discussing the nature and purpose of the course. He stresses the importance of individual student learning and responsibility. He tells the students that those who shirk their responsibilities, especially on the one volunteer day when they are on their own, will be dropped from the course and failed. He encourages the students to participate fully in all activities, to become acquainted with their own community and its problems, to show initiative in their work, and to share their ideas and experiences with the class.

He then spends several days lecturing on the growth and development of American culture and social history. With the class he discusses ways in which certain cultural traits, such as individualism, have affected our customs, institutions, and values. The students also learn about social isolates - shut-ins, veterans, prisoners, the elderly - and discuss the causes and consequences of isolation. They take a look at these kinds of people in terms of their non-productivity in a competitive society and discuss such related questions as who cares for them, how they live, and how they feel about themselves and others.

During the second week of orientation, the students examine their own interests, strengths, weaknesses, and personality traits. The teacher asks each student to write a self-analysis. He then reads these to the class, keeping them anonymous. This is followed by a discussion on universal feelings of insecurity, inferiority, and aloneness and an examination of the degree to which these and other feelings are experienced by different kinds of people. The students relate these feelings to the kinds of people they will be working with and enact some of the personality barriers and problems they expect to encounter as volunteers. Together the class works out alternative approaches to dealing with some of these problems.

The class also discusses what to expect from the program. They share their feelings about working with people different from themselves, talk about their responsibilities to the community, and explore the meaning of volunteer service and the values of personal care and relationships.

Later in the week two ministers from the local ministerial association visit the class and talk to them about the backgrounds and interests of the old people they will be working with. They suggest approaches to working with them and answer the students' questions. They then spend several days taking each of the students to meet with the old person to whom they have been assigned.

At the end of the orientation period, the teacher assigns individual research topics to each students which relate to at least one of their volunteer activities. The students are given two weeks to research their topics, submit a written report, and make an oral presentation to the class. The teacher explains that the students will be responsible for adding to these topics as related individual assignments are made during the course. From time to time they are expected to add to their written reports and update their oral presentations with insights gained from their various program experiences (guest speakers, field trips, volunteer work) and from additional readings and research. The teacher feels that this gives each of the students a chance to become the class expert in one area, helps the students to assess their own learning individually, and provides the class with a range of information pertinent to the program. Some of the assigned topics include:

- The Causes of Senility
- Medicare: Who Benefits and How
- Social Security Benefits
- Agencies and Programs Available to Help the Aged
- The Causes, Characteristics, and Treatments for Cerebral Palsy
- State and Local Laws Governing the Operation of Rest Homes

° Geriatrics: What It Means to Be Old

° State Laws Affecting the Nonproductive Members of Society

° Genetic Manipulation: How Could It Reduce Human Suffering?

For their research papers and class work the teacher encourages the students to procure their own resources and materials and to share them with the class since they have no prescribed materials or text. He suggests that they obtain materials from the school and public library, from the library and staff of a nearby university, and from pamphlets published by various service agencies and associations such as the National Association for Retired Persons. He also suggests that the students keep weekly diaries of their experiences in the program as a means of assessing their personal growth and learning. Often half of the class chooses to do so, some later integrating their diaries with their research papers.

The students begin volunteer work and following a regular course schedule in the third week of the quarter. Class activities are scheduled on Tuesday and Friday afternoons, with Tuesdays devoted to field trips, guest speakers, and student reports, and Fridays to informal class discussions and a review of the week's experiences.

The teacher tries to schedule no more than one major activity for each Tuesday session. This permits the students to spend as much time in each activity as they wish and provides them with some degree of diversity from week to week. Among guest speakers have been an expert in geriatrics who talked about social welfare programs for the aged and old age legislation at the state and national levels; a lawyer who gave a talk on the legal rights of the handicapped, and the emotionally and mentally retarded, describing the kinds of legal barriers they face and citing examples from several court cases; a professor of future studies who presented a discussion on some of the future alternatives for dealing with various types of social problems; and a biologist who explained genetic manipulation and suggested ways that it could be used to prevent such birth defects as Mongolism and Cerebral Palsy.

Arrangements for the guest speakers and the field trips are made by the course teacher well in advance of the start of the school year. The teacher designs the field trips to supplement the students' volunteer experiences, giving them a chance to interact with other kinds of institutionalized persons. To do this he meets several times with each of the directors of the institutions to be visited. He obtains their cooperation in setting up day-long visits during which the students are the guests of the residents and spend as much time as possible with them. Prior to each field trip, the teacher briefs the students on the place they are to visit.

During one term the students visited four institutions. One was a large state hospital for the emotionally disturbed and mentally ill, where the students were given an overview of the services and operations by the director of volunteer services and the medical director. They were then asked to select one ward to visit and told that the rest of their day would be hosted by a representative from that ward. The student hosts in each ward were all representatives to the Residents' Ward Council which was responsible for coordinating the students' visit. Once they had met their hosts and been introduced to some of the residents in the wards, the students went on a tour of the hospital and grounds and had lunch in the dining room with the Residents' Council. They spent most of the afternoon talking with their hosts and conversing with other residents. The students visited wards for adolescents, drug addicts, alcoholics, elderly women, emotionally and mentally disturbed persons, a state holding ward for the criminally insane, and an out-patient center for self-referrals.

In a small private institution for educable mentally retarded, the students were addressed by the staff on the types of disorders and the kinds of treatment provided. They were then given several hours to meet and mingle with the residents on their own.

In a private institution for severely retarded youngsters, the students spent several hours with the director of nursing discussing the illnesses, treatments, activities, and life expectancies of the patients who ranged in age from infancy to 20 years. All of the patients suffered from such congenital illnesses as Mongolism. They were given an introductory talk on the subject of genetic manipulation by one of the medical directors, who later visited the class to give them a more in-depth talk on the subject.

In a state penitentiary the students were given a brief introductory talk by the director of the minimum security division and then turned over to the director of the Resident Government Council, who told them about problems the inmates faced, and about prison life from the prisoners' point of view. He then paired each student off with one inmate who served as his host for the day. The students spent most of the day talking with their hosts and learning about their pasts, their families, their interests, and their aspirations. They found the inmates eager to talk about themselves and glad for the chance to express their feelings to another person. At the end of the day, the director of the Resident Government Council and the director of the minimum security division jointly conducted an hour-long question and answer session.

In the Friday class sessions following a field trip, the discussion typically centers on the students' reactions to and questions about the people they have met in the institutions. For instance they discuss the differences among the mentally ill, the mentally retarded, and the emotionally disturbed; they compare the public and private institutions, explore the meaning of life to a mongoloid child, and the unfulfilled dreams of a long-term prisoner. During these follow-up sessions the students are asked to describe their particular field trip experiences and to define what they feel they have learned from them.

Friday class sessions are also used to review student diaries, evaluate individual activities, assess the program, and discuss ways to improve it. Occasionally the students introduce social needs they have identified in their volunteer work or in the community and the class explores ways that it might help in solving them.

For example, several students were concerned about the poor sanitary conditions in a rest home where they volunteered and with the effects this had on the health and morale of the residents. The class agreed that the situation warranted attention and felt that they could help. They wrote letters to their state congressmen and filed a complaint with the city's Violation Board for Sanitation. As a result of the students' efforts, the municipal authorities looked into the situation and the necessary improvements were made.

Many students similarly commented on the poor eating and nutritional habits of the elderly in the community. The class decided to find out why undernourishment was so common anong the aged. Several students began researching the problem and gathering statistics; others set out to determine what other community groups were doing to improve the situation. They found that in their small town an average of 17 old people a week were admitted to the local hospital as a result of malnutrition. They also found that a local church group was in the process of setting up a special food bank for the elderly. The students offered their services to this group and have since played an active role in distributing food and locating needy recipients. At last count the average number of elderly admitted to the hospital for malnutrition was down to four a week.

Other class activities have also resulted from the Friday class sessions. Early in the program the students began receiving requests for help with odd jobs from many of the town's elderly who had heard about the youngsters from their friends. The students organized a pool of student volunteers to answer these requests after school and on weekends.

In a class discussion on the old people's needs for outside interests and stimulation, the teacher suggested that these elderly migh enjoy participating in some of the courses offered at the high school. He presented the idea to the high school principal and the school board, who responded by suggesting courses they felt would be most appealing to the old people. The teacher contacted the local chapter of the National Association of Retired Persons, gave them copies of the course catalog, and asked for their help in recruiting old people. The students also helped by informing the old people they worked with about the opportunity. Within a matter of weeks a dozen or so old people were participating in a variety of elective courses with the youngsters.

At the end of the first year of this program, a group of the students got together and decided to find out all they could about programs and service available to the old people in their community. They had found that most of the elderly were unaware of many

services for which they were eligible. These students spent the summer contacting personnel of state and municipal offices and the staffs of private agencies and organizations for the elderly; they wrote to their state congressman requesting information on recent legislation; and they became familiar with and kept a log of all the laws affecting the aged and of all of the services locally available. They now have a program to educate the old people on their rights by door-to-door visits and through small group meetings.

HOW THE PROGRAM IS EVALUATED

The overall program is evaluated and individual student progress is assessed in weekly class sessions devoted to evaluation. The students review and report on their learning each week and examine their diaries and written work to determine personal needs and growth patterns. During the drive to and from the city institutions, the students spontaneously discuss their volunteer activities. This gives the teacher added insights into some of the individual volunteer experiences and simultaneously provides the students with immediate feedback and peer counseling.

Two written evaluations are required of the students: one midway through the term and one at the end of the program. The students are asked to write about their role in the program, explain what they have learned, describe some of the difficulties they have encountered, and tell how they have overcome them. In their final evaluation the students are also asked to discuss how their expectations for the program have changed since the orientation period. Following each evaluation period, the teacher reads all of the reports to the class, keeping them anonymous. The class then assesses the overall program on the basis of these individual evaluation reports.

At the end of the program the teacher gives each student a written evaluation of his or her attitudes, learning, and growth during the program. He also asks the various program participants to write a letter to the school explaining how they or their clients benefitted from the program. He sends a note and a self-addressed, stamped envelope to each of the old people in the community asking for their evaluation and he explains the importance of their reactions on future programs. In the pilot program all of the old people replied with enthusiastic reports of the service and friendships rendered them by the students. Both the directors and the students' volunteer supervisors in the city institutions also wrote final evaluation reports of the program. They explained how the residents had benefitted from the program and assessed the students' contributions and progress.

SPANISH COURSE INCLUDES A CROSS-CULTURAL TUTORING COMPONENT

THE SCHOOL

A large, open-classroom, modular plan, public high school serving some 1,600 students in the tenth through twelfth grades and located on the outskirts of a major metropolitan area.

THE COURSE

A high school Spanish teacher encourages students in an advanced year-long course to volunteer in community organizations serving the Spanish speaking, as a way to reinforce their studies of Spanish history and culture, and to gain practical experience in utilizing their language skills.

BENEFITS TO THE COMMUNITY

Students provide individual tutoring in English to students in a parochial lower school situated in a Spanish neighborhood. They also help the youngsters with other subjects in which they are doing poorly. Many of the children have benefitted from the male role models provided by the high school boys, and all of the children have developed meaningful friendships with their older American tutors. Students also have designed and conducted introductory Spanish classes for eighth graders in two suburban schools that have no Spanish program, and they volunteer as aides and interpreters in several health and family planning clinics serving the Spanish speaking.

BENEFITS TO THE STUDENT VOLUNTEERS

The students are exposed to inner city life and to the neighborhoods, cultures, and lifestyles of various Spanish speaking groups. They have learned to express themselves in another language on a practical, daily basis and to be accepted by another cultural group. Some of the students have learned how to develop curriculum designs and lesson plans and to conduct classes using them; they have become familiar with the learning needs of young children and developed a sensitivity to the frustrations of learning in a foreign

language. Other students have learned to apply their knowledge of language-learning techniques to teaching English. They have all discovered ways to put their classroom Spanish to practical use and have come to understand the relevance of a second language in their own lives. From their volunteer work they have developed a real appreciation for Spanish-speaking people and have become more fluent in the language.

RATIONALE AND ORIGINS OF THE PROGRAM

A high school faculty member, involved in a special interdisciplinary course that utilized volunteer service to reinforce the students' study of contemporary society and humanities, decided to apply the principles of this program to other courses in the school. He presented his idea to the school administration and members of the faculty and offered to serve as volunteer coordinator and administrator for any teachers who wished to test the idea by involving their students in course-related community activities.

A Spanish teacher, eager to provide the students in her advanced classes with exposure to Spanish-speaking people and to give them a chance to practice their language skills, was one of the first to agree to participate in the experimental program. With the newly appointed volunteer program coordinator, she explored the kinds of activities that would most benefit the students and the community. Together they drew up a list of volunteer requirements:

- °Volunteer service would be offered as an optional activity coordinated with required independent study.

- °A minimum of 10 weeks of volunteer service would be required for all volunteer activities.

- °In order to pass the course, all student volunteers would be required to (1) keep a journal in Spanish of their volunteer observations and experiences, (2) attend in-service training sessions related to their volunteer activities and conducted by the volunteer program coordinator and outside resource people, (3) participate in bi-weekly review and evaluation sessions with other student volunteers, and (4) complete all regular course requirements.

The teacher and program coordinator also determined their own responsibilities. The Spanish teacher

agreed to provide the students with a cognitive framework for their experiences and assist them during their volunteer activities by meeting with them on a regular basis and helping them with whatever language or intercultural problems they were encountering. The program coordinator agreed to initiate contact with community institutions serving the Spanish speaking and place students in appropriate agencies. He assumed responsibility for all technical arrangements and program administration and designed and conducted all volunteer evaluation and in-service training sessions.

HOW ARRANGEMENTS ARE MADE

During the summer preceding program implementation, the program coordinator personally contacted a variety of community institutions serving the Spanish speaking to determine their needs, programs, and interests in high school volunteer help. He identified and made preliminary program arrangements with over a half dozen institutions in the suburban and metropolitan area who needed Spanish-speaking volunteers. These included a day care center for Spanish-speaking preschool children; a neighborhood house located in a Spanish-speaking community; a parochial elementary school where Spanish-speaking children in the first three primary grades needed individual tutoring in English; a health and family planning clinic; the outpatient clinic of a large hospital; and two suburban parochial schools interested in providing their youngsters with an introductory course in Spanish.

At the beginning of the school year, the Spanish teacher introduced the idea of volunteer service to her classes and encouraged the students to select the volunteer option for their independent study requirement during the last two quarters of the course.

Towards the end of the sceond quarter, the volunteer program coordinator visited the class and provided orientation. He explained the program philosophies and requirements and gave each student a list describing the community institutions needing Spanish-speaking volunteers. He told the students something about the personnel and programs of each institution and described the kinds of volunteer help needed. He asked them to review the list and to think about where they would like to volunteer. A week or so later the students who wished to participate in the program met with the Spanish teacher to discuss the type of volunteer activity they were interested in. The teacher advised them on the needs and characteristics of various agencies and asked them to fill out a volunteer application form giving their reasons for selecting a particular activity and their projected time

schedules. She then gave these forms to the program coordinator who met with the students in small groups (according to where they planned to volunteer) to review their requests and discuss their schedules and transportation arrangements. He explained that transportation was the students' responsibility, but he helped to match students needing transportation with those who planned to drive to the same or neighboring organizations. He issued special reduced fare passes, provided by the metropolitan transit authority, to students able to use public transportation.

As soon as he had met with a student the director began making arrangements for placement. When the arrangements were completed, he asked the student to arrange an interview with his designated volunteer agency supervisor to discuss the organization's services and policies and to review expectations, schedules, and responsibilities.

Prior to beginning their volunteer activities, the students were required to (1) have a parental permission form signed by their parents, and (2) fill out a final volunteer schedule indicating the exact times they would be volunteering in each modular class cycle and have it signed by the Spanish teacher.

The students began volunteering at different times during the third quarter of the course, depending on their selected volunteer activities and schedules.

HOW THE COURSE FUNCTIONS

Advanced Spanish provides the students with an in-depth study of Spanish history and culture and with practical experience in reading, conversational, and writing skills learned in their previous three years of Spanish. The students are expected to use these skills in studying such aspects of Spain as its geography, history, culture, customs, and language, and they must be able to compare these with other Spanish-speaking cultures.

The year-long course operates on a six-day modular cycle and employs four phases of instruction. These include: (1) small group seminars; (2) laboratories of both an audio-visual and workshop variety; (3) large group meetings; and (4) individual and independent study situations. In each cycle the students must participate in two small group seminars, one large group meeting, and two labs, and they must schedule themselves in one additional seminar or lab according to their own assessment of personal needs. Spanish is the primary language of instruction for all phases of study.

The teacher serves principally as a resource person and facilitator and continuously challenges the students to assume responsibility for their own learning. The students take turns conducting most of the seminars and large groups and give related lab and homework assignments to the rest of the class. At the beginning of each six-day cycle, the teacher appoints one or two students to serve as chairmen for that cycle. The appointed chairmen are responsible for planning and conducting all activities and for reviewing their plans with the teacher prior to each class meeting. This practice of having the students teach their peers begins early in the first quarter and continues throughout the year.

The teacher also encourages the students continually to assess their own progress and learning needs and share any dissatisfaction they have with the course with her or with their classmates. Each student is expected to review periodically his or her progress in individual meetings with the teacher.

At the beginning of the year, the teacher distributes a comprehensive bibliography of readings and audio-visual materials to the class. The students are expected to use these in their laboratory sessions, for their independent study projects, and as supplemental resources for both the topics covered in class and their individual volunteer experiences. The resources suggested cover such general categories as Spanish history, geography, and culture; literature and language; sports and entertainment, and the customs of the Spanish-speaking in several countries and within other cultural contexts (Spanish-speaking persons living in the United States). All of the resources are available in the high school library or in the Spanish language resource center. Most of the audio-visual materials have been procured from the film rental services of various universities or commercial sources. The teacher also recommends the CBS series on Hemingway's Spain for its representative treatment of Spain and her people. The students choose those resources they feel will be of most interest and learning value to them. They are required to keep a log of all materials used and to write a summary of each.

The year is divided into four quarters. The first two quarters (equivalent to one semester) are used to give the students academic grounding and a general knowledge of Spanish-speaking people in preparation for their practical experience. The class looks at Spain through literature and art and participates in discussions and group activities, which include films and field trips. During this half of the course, all of the students are required to take part in a special large group class: International Language II. This traces the development of Spain and the growth of other Spanish-speaking countries and cultures and provides the students with a broad intercultural framework. The last two quarters are primarily devoted to independent study projects, which relate to one or more areas of Spanish life, and to supplemental seminars, labs, and individual student-teacher conferences.

The First Quarter

The first quarter is spent in an intensive study of Spanish literature. By the end of the quarter, the

students must demonstrate their ability to read and understand an original work of Spanish literature with little reference to a dictionary; discuss and verbally analyze this work using correct and fluent Spanish; discuss and analyze the work in grammatically correct written Spanish; and comprehend and appreciate the uniqueness of customs and traditions peculiar to Spanish people and the importance of these to the Spaniard's way of life. They must also have some understanding of the meaning and importance of religion and superstition to both urban and rural Spaniard.

The literary work used by the teacher for its vivid portrayal of contemporary small-town Spain is Alejandro Casona's play, La Dama Del Alba. This gives the students an interesting look at some of the dichotomies of modern day Spain; the continuing influence of the church and religious traditions on the lives of Spain's people, and the impact and practice of age-old superstitions. The reading of the play and related lab and class work take most of the first quarter. In addition, the class is required to read a biography of Alejandro Casona.

Some of the audio-visual materials and readings commonly used by the students to supplement their work in the first quarter include:

Books:

Babin, Maria Teresa. Introduccion a la Cultura hispanica. Heath, 1949.

Bauer, Olga. Cortesia y etiqueta modernas. Aguilar, 1962.

Gibson, Charles. Spain in America. Harper & Row, 1966.

Gil, Munilla, Octavio. Spain's Share in the History of the United States of America. Publicaciones Espanolas, 1962.

Ortiz Echaque, Jose. Espana tipos y trajes. (Spanish Customs and Dress). Mayfe, 1963.

Audio-Visuals:

Spain in Transition. English filmstrip. Current Affairs Films.

The Basque Country. Spanish and English filmstrip and script. Gessler Publishing Company.

The Hispanic World: El Mundo Hispanico. English and Spanish filmstrips, tapes, scripts. Holt, Rinehart & Winston, 1963.

Fiestas de Espana. Spanish filmstrips, tapes, scripts.

Spanish Proverbs and Witticisms. Spanish tapes. University of Colorado.

Esto es Espana. Part I & II. Spanish filmstrips. Gessler Publishing Company.

The Changing Face of Franco Spain. Documentary film. Hearst Metrotone News, Inc. 1969.

Spanish Festival Songs. World Tapes for Education. (Religious and superstitious chants as portrayed through songs and dances.)

The Second Quarter

The second quarter is devoted to the study of Spanish history and culture with a special focus on art. The format of the quarter loosely follows the historical chronology and cultural development as outlined in two texts. The first, Rumbos de Espana (Paths of Spain) provides a simply written version of Spain's history, beginning with the Moors and ending with a description of Spanish customs. The second book, Caleidoscopio Espanol (A Kaleidoscope of Spain), gives an art history of Spain with illustrations.

The seminar meetings are used to discuss the assigned readings in the texts, and the large group meetings are spent in a variety of related class activities which include films, field trips, and lectures on art, artists, and literary figures of Spain. An appreciation of Spanish art is encouraged by the teacher, who displays copies of famous works in the classroom and shares other art books with the class.

Field trips are scheduled to correspond with the students' study of a particular era or well-known figures. Following their readings from Don Quixote and their studies of the life of Cervantes, the class went together to see the movie, Man of La Mancha. To supplement their study of Spanish artists, the class visited a major metropolitan museum known for its large collection of original works by such Spanish masters as Goya, El Greco, Picasso, Salvador Dali, and Miro. They later visited a modern art museum that displayed contemporary works of Spanish and Latin American artists.

Toward the end of the quarter, the class spends several days exploring and familiarizing themselves with the many and diverse Spanish-speaking neighborhoods in their own metropolitan area. On walking tours they talk with shop owners, learn from local grocers about the culinary habits of the various Spanish-speaking groups, visit churches, and chat with people in the street about their community. They also eat lunches in a variety of Mexican, Spanish, and Latin restaurants, testing and comparing the different cuisines, and they spend several hours meeting with the staff of a neighborhood house located in a mixed Cuban and Mexican neighborhood. This experience is especially valuable for those students who plan to volunteer in one of the Spanish-speaking communities, as it gives them a chance to learn firsthand about the social problems and cultural difficulties experienced by many of the Spanish-speaking city residents.

Some of the audio-visual materials used by the students to supplement their second-quarter work include:

The Golden Age of Spain. English filmstrip

The Age of Exploration: Spain, Setting the Stage for Empire. English filmstrip.

Settling the New World: Spanish Colonization. English filmstrip.

Lament on the Death of a Bullfighter and Other Poems and Songs of Frederico Garcia Lorca. Spanish record by Vanguard.

El Cid Campeador. Spanish filmstrip, tape, and scripts. Wible Language Institute.

Los Clasicos Pintores. Spanish/English filmstrip, tapes, and scripts.

La Pintura Moderna Espanola. Spanish and English filmstrips, tapes, and scripts. Gessler.

Spanish Masters of the 15th Century. Spanish filmstrip, script and tape.

What is Modern Art? A special series of filmstrips on Picasso, Dali, and Miro. McGraw-Hill.

During the first two quarters, the teacher directs the students in discussions that relate their study of Spanish culture to the needs of the Spanish speaking in their own metropolitan area. The students are encouraged to develop an awareness of customs peculiar to the local Spanish-speaking and to become sensitive to the kinds of cultural conflicts and particular problems they experience in this country. Volunteerism is a frequent topic of class discussion. The students talk about ways in which they, as bilingual Americans, can help the Spanish-speaking overcome some of the problems they have identified. The teacher is careful to point out the positive mutual benefits to be gained by an intercultural volunteer experience. She has found that this kind of encouragement has influenced the decisions of a majority of the class to volunteer during their following independent study projects.

Independent Study and Volunteer Work

During the last two quarters, the students are released from their large group activities on an individually designated basis to work on their independent study projects or to engage in volunteer activities. All of the students must continue to attend their Spanish seminar and lab classes. The seminars are conducted in Spanish by student chairmen on an alternating basis. Typically, the students in charge of the seminars introduce and cover topics they feel have a common usefulness to the class. The teacher encourages them to structure their seminar sessions in a way that allows maximum and spontaneous class discussion.

The students frequently relate their volunteer experiences to the class and often introduce problems that become discussion topics. For example, many student volunteers are eager to explore the meaning and development of value systems within different cultural groups. Others are concerned with questions of poverty and education as they affect the lives of the Spanish-speaking people with whom they worked.

Student volunteers are required to keep a weekly diary in Spanish. The teacher reviews these every two weeks. She corrects grammatical errors, syntax, and vocabulary, and keeps a record of each student's volunteer attitudes, problems, and progress. She discusses these with the students in individual student-teacher meetings required weekly of all volunteers. During these meetings the teacher also recommends particular laboratory resources and readings to reinforce each student's volunteer experience. She often suggests additional practice-using Spanish language and grammar tapes to students who tutor Spanish-speaking youngsters. For students who seem to need additional help in communicating with their tutees or in finding common areas of interest, the teacher suggests tapes, books, and filmstrips that depict daily rituals, lifestyles, and festivities characteristic to their tutees' country background.

In some instances the teacher recommends that the students use the high school's lab resources in their volunteer work. Two girls who had particularly enjoyed directing the Spanish class seminars chose, as their volunteer project, to teach basic Spanish courses to eighth graders in two nearby parochial schools which had no foreign language offerings. Using their own Spanish classes as a guide, they designed an ambitious 10-week curriculum covering everything from basic grammar and vocabulary to the history of Spain and cultures of the Spanish-speaking. The girls soon realized that to maintain the youngsters' interest, they would need to use a more elementary conversational approach. With the help of their Spanish teacher, they redesigned the curriculum around such basic topics of interest to eighth graders as family life, food, sports, and school, and at her suggestion they borrowed a variety of audio-visual materials from the high school to use in

their classes. They also made many of their own teaching aids such as flash cards, number and color charts, cross-word puzzles, scrambled word games, and bingo cards in Spanish. Once a week the girls met with the Spanish teacher to review their lesson plans for the coming week and to evaluate the results of their preceeding weeks classes. By the end of the year, they discovered that their basic multimedia approach had worked so well that nearly all of their eighth grade students had enrolled in Spanish courses for their freshman year in high school.

At the end of the year, all of the Advanced Spanish students are required to report to the class on their independent study projects or volunteer activities. The student volunteers are expected to give a complete oral description of the place where they worked, the people they worked with, and the kinds of services they provided. They are also encouraged to talk about what they have learned from their experience and are expected to follow their presentation with a question and answer session. All presentations are made in Spanish.

HOW THE PROGRAM IS EVALUATED

Evaluation and Grading of Students

The students are graded at the end of each quarter on the basis of cognitive learning, assignments, and classroom participation. Grades for the student volunteers during the third and fourth quarters are based on their classroom participation, volunteer diary, and on the teacher's assessment of each student's commitment to his volunteer activities.

Ongoing Evaluation and Feedback

The student volunteers meet individually with the Spanish teacher during each week that they volunteer. Together the student and teacher assess the student's learning needs and progress and discuss and evaluate his volunteer experiences. Once each cycle (every six days) the student volunteers also are required to participate in volunteer sharing meetings. Scheduled and conducted by the volunteer program coordinator, these bring together selected high school faculty and students from several classes engaged in similar types of volunteer activities. Sharing meetings provides a forum for the exchange of ideas and related experiences, gives the su students a chance for peer counseling, and helps the faculty evaluate the values of the program in terms of its benefits to the students and the community.

Final Program Evaluation

At the end of the year, the volunteer program coordinator sends written evaluation forms to each participating community institution. These are completed by the institution administrators or supervisors who respond to questions on the overall benefits gained in the program and on the quality of service provided by particular student volunteers.

GENERAL STUDIES PROVIDES ONE-TO-ONE VOLUNTEER SERVICE

THE SCHOOL

An open classroom public high school for some 3,000 students in grades 10 through 12. It is located in a major metropolitan area.

THE COURSE

Weekly community service is an integral part of a year-long interdisciplinary general studies course. Through process learning and problem solving techniques this course combines math, English, social studies, and science skills and knowledge. The course is designed to develop the students' sense of self-actualization and to provide them with a functional understanding of the community and their responsibilities to it.

BENEFITS TO THE COMMUNITY

Seniors in high school provide para-professional volunteer services, primarily on a one-to-one basis, to both young and old people in a variety of community institutions. The students volunteer once a week for at least three hours. They provide personal care and attention to residents of a geriatrics nursing home, work in Head Start programs, and tutor children in six elementary schools in remedial reading, arithmetic, and other basic skills. Other students volunteer in schools to help emotionally handicapped and mentally retarded, assist in the direction and teaching of bowling and swimming programs for mentally retarded youngsters, and work as assistants in local hospital wards and labs.

BENEFITS TO STUDENT VOLUNTEERS

Volunteer experience has helped to expand the student's awareness and understanding of themselves and

their community. The students have learned first hand about other kinds of people; they have come to know and to appreciate those less fortunate them themselves; they have learned to accept other value systems and to reflect upon their own. By volunteering outside of school on a consistent weekly basis for one year, the students have developed a new appreciation for education and for their roles as students. They have demonstrated new confidence in their ability to participate in solving community problems.

RATIONALE AND ORIGINS OF THE PROGRAM

Several years ago members of the high school faculty designed a year-long elective course for high school seniors that would give the students an opportunity to consolidate and integrate the concepts and skills that they had acquired in their previous years of schooling. The teachers incorporated a variety of learning methods into their design to give the students a chance to apply their former learning to real and contemporary problems. Required community service one day a week for the entire year was included in an effort to involve the students actively in their community.

Rationale for the program was based on the teachers' belief that young people need to be able to adjust to and cope with rapid social change in order to survive in contemporary society. The major focus was the community, which the combined faculty viewed as an extension of the classroom. They titled the course, "Survival Curriculum: Interaction of Man with His Environment."

The teachers proposed their new curriculum to the school administration and the school board several months prior to the start of the school year. Both bodies accepted the plan and the program was launched that fall. Some primary characteristics of the program included:

1. Credit: Three high school credits are awarded for the year-long course. Each student receives one English credit, one social studies credit, and half a credit each for math and science. To receive credit the students are required to meet certain minimum course standards. These include:

   - Meeting all course deadlines and regularly attending all program activities.
   - Maintaining a weekly personal journal. This is intended to help the students examine their own value systems, experiences, reaction patterns, and feelings, and to serve as a continuous self-evaluation tool.

- Volunteering in a community service agency on a regular basis for three hours a week throughout the year.

- Writing an article, poem, critique, or short story once during the year and having it published. This is intended to give the students a chance to express their opinions openly in writing.

- Writing at least one letter a quarter to a company executive or political representative. This is intended to develop the students' letter writing skills, increase their self-confidence in expressing their own opinions, and impress upon them their citizenship responsibilities.

- Planning and carrying out an individual project at the end of the year, using the problem solving process learned in the program.

Not meeting these standards results in a failing grade and loss of credit.

2. Instruction: The course is taught by four faculty members, one from each of the four course disciplines. They are assisted by two student teachers from a nearby university.

3. Physical Location and Environment: The course is taught in two new adjoining modular classrooms. This facilitates the open classroom nature of the curriculum and provides suitable space for small group work and individual student projects.

4. Scheduling: The students are scheduled for three-hour blocks of time, five days a week, for the entire school year. The three hours are divided into modular time periods which vary according to daily lesson plans, assignments, and student needs. Thursdays and Fridays are devoted to volunteer activities with half the class volunteering each day. Class activities are the same on both days and include such large group activities as attending lectures, viewing films, and going on field trips.

5. Use of Community Resources: To meet the community-oriented course objectives and to reinforce the students' community service work, the curriculum includes

numerous field trips to community agencies as well as a variety of classroom presentations by resource people from the community.

During the first few months of program preparation, the four faculty members share the responsibilities of initiating contact with community institutions. They seek volunteer jobs that require as much individual service as possible.

Shortly before the beginning of the program, the local Voluntary Action Center, which was in the initial stages of implementing an area-wide program to involve high school students in community service, offered its assistant to the school. A cooperative agreement was made, and the center's staff immediately began setting up volunteer arrangements with other community groups. They continue to play a significant role in the placement, administration, and liaison activities of the program. To insure program continuity the faculty decided that one of them should assume primary responsibility for the coordination of community service activities. A teacher agreed to assume this work in addition to his teaching load.

HOW ARRANGEMENTS ARE MADE

During the first two weeks of the school year, the teachers describe the course and explain the requirements, including community service. The director of the Voluntary Action Center's high school volunteer program visits the class. She explains the center's relationship to the program and describes the kinds of community agencies that need student volunteers. She shows slides of student volunteers at work in these agencies and gives each student a volunteer manual that describes the agencies. She reviews the manual with the students and answers their questions on specific volunteer needs. The students are given application forms requesting information on their background, interests, hobbies, past volunteer or work experience, and the type of volunteer work they are interested in undertaking.

Subsequent to this session, the students meet individually with their humanities faculty adviser (each student is assigned to one of the four teachers at the beginning of the year) to review their completed application and to discuss their reasons for selecting a particular type of volunteer activity. The faculty advisers counsel the students on their selections and occasionally suggest changes.

A week later the Voluntary Action Center's staff person returns to the class, meets with each student individually and discusses his chosen volunteer activity, his reason for selecting this activity, and his particular interest. One of the faculty members sits in on the meetings. This helps maintain continuity between the faculty and the center's representative and helps the teacher assist the students as needed later in the program.

During the first week of the course, while the students are making arrangements and meeting with their teachers and the staff people from the center, the faculty brings in several guest speakers to talk to the rest of the class about their programs. Typically, the director of a local home for the mentally retarded visits the class and talks to the students about the various kinds of volunteer work needed by the mentally retarded. The

teachers feel that this kind of first hand contact with representatives from some of the community agencies where the students will be working helps to give them a more realistic picture of their volunteer interests; thus, some students who think working with the mentally retarded would be interesting, change their minds after being exposed to a talk and pictures of the work actually involved.

In the second week of school, the staff of the center matches the students' volunteer requests with the needs of the participating community agencies. At this time the faculty finalize all volunteer arrangements with the several local elementary schools. They maintain all direct contacts and coordination responsibilities with these schools.

Volunteer Assignments--At the end of the second week of the school year, each student in the course receives his volunteer assignment. Students working in community agencies other than the local grade schools receive a letter from the staff of the Voluntary Action Center assigning them to a particular agency and giving the name of the agency supervisor.

Each student is asked to contact the agency supervisor within three days to arrange a meeting and establish times for orientation and training. At this meeting the student and his agency supervisor discuss volunteer duties, hours, agency policies, and requirements. At the end of the meeting they both sign a volunteer agreement card provided by the center. This card is later returned to the center by the agency. Students who wish to change their volunteer assignments may do so after they have completed a four-week trial period in the agency originally assigned them.

Transportation arrangements are made by the faculty after all of the students have received their assignments. Most of the students are taken to their agencies in a school bus procured for the program. The teachers draw up an itinerary for each of the two volunteer days and give a copy to the school bus driver and the school principal. Not all students can be accommodated by the bus, so the faculty asks that as many students as possible arrange their own transportation.

Actual volunteer work begins in the third week of the program.

HOW THE COURSE FUNCTIONS

The year-long curriculum stresses both content and process learning. It combines a variety of affective and cognitive teaching approaches and is oriented to providing an understanding of society and the individual's ability to function effectively within it. The course is divided into 15 units of study. Each unit is team-taught and consists of a set of problem-solving projects or learning activities which require the students' use of skills in math, science, English, and social studies. The units are sequentially structured in a way that reinforces and increases the students' ability to approach and solve complex problems. Each unit is treated as a separate module with its own requirements and objectives and takes approximately three weeks to cover.

The first four units are designed to develop skills basic to the rest of the program. These include:

- Group Process--The objective of this unit is to learn how to function effectively within any kind of group. Students learn how to establish group goals and ground rules. They learn about the functions of leaders and followers and the processes necessary to fostering group identity.

- Problem Solving--In this unit students learn to apply the problem solving process to various kinds of problems. This entails identifying a problem, collecting data related to the problem, presenting tentative solutions, testing the alternatives, and utilizing the solutions. During this unit the students learn about interaction and interdependence, continuity and change, evolution and adaptation. They practice and discuss the patterns, varieties, and similarities involved in solving any problem. They relate the problem-solving process to both technical and human situations.

- Knowledge Retrieval--The students must be able to use available resources to find and collect information. They learn how to use a library, community resources, opinions, and the media. They are graded on their ability to apply these skills to course projects later in the year. They must show marked improvement in these abilities by the end of the program.

- Communication--The students must be able to understand the communication process. During this unit they analyze propaganda in advertising, media, and semantics. They examine the use of signs and symbols in verbal and non-verbal communication and observe and report on their own and others' use of signs and symbols to communicate. They learn about the processes and development of systems analysis.

The next eleven units of study, called concept areas, deal with broad social science fields such as psychology, ethnic studies, the environment, and consumer economics. Each unit is conducted through a set of problem-solving projects to which the students must apply the skills learned in the first part of the course; they must similarly apply the knowledge they have gained from their community service activities to the solution of these problems.

- Psychology--By the end of this unit the students should be able to recognize various basic aspects of human behavior related to projects in mental health, abnormal psychology, the psychology of learning, and applied psychology.

- Consumer Economics--The objective of this section of study is for students to be able to function in society as wise consumers. Topics studied include credit buying, stocks and bonds, the re-evaluation of money, purchasing, budgeting, and labor management.

- Law and Society--This section is designed to familiarize the students with the rights and responsibilities of citizens within a society through comparative studies on the nature of law, conflict-resolution, non-violent protest, survival in a democracy, the realities

of the American system, revolution, and rebellion.

- Religion and Values--The students must develop their own conclusions regarding the effects of religion on one's values and the effects of one's values on religion. Topics of study include value systems and conflicts, primitive religions, contemporary religion, religions of the Far East, comparative religions, myth and truth, personal belief systems, and morality.

- Ethnic Studies--This section is designed to acquaint the students with American minority groups and the contributions they have made to our society. Groups studied include the American Indian, Black Americans, European, Mexican and Oriental Americans, and the Eskimo.

- Applied Aesthetics--The students must develop an awareness of the contributions of various art forms to American society and be able to make a personal evaluation of the question, "What is beauty?" Studies offered include poetry, the novel, films, music, dance, painting, sculpture, and sports.

- Creative Studies--The students must demonstrate creative abilities in one or more of the following: writing, dramatics, crafts, music, dance, painting, and speaking. They must conceptualize, plan design, and produce a finished product.

- Occupations, Vocations, and Professions--The students must become acquainted with a variety of jobs and types of work and with the training and schooling required. They learn about the processes and methods involved in locating and keeping a job and in applying to and staying in college.

- Futurisms--The students are expected to realize the role one can play in influencing future changes. They examine alternative life styles,

change processes, and the meaning and dimensions of the future shock concept. They study speculative fiction and learn some of the methods used in predicting the future.

- Patterns of Life--This is designed to help each student find his own answers to today's problems of interpersonal and family relationships. Physiological, biological, psychological, and sociological characteristics of individuals are examined. The students also learn about the individual's role for identity, contemporary male and female roles, sexuality, the responsibilities of childhood and adolescence, and the meaning of maturity.

In each unit of study the students must participate in a variety of required and elected learning activities. Small group seminars are used to help students examine their personal values, needs, and growth. They are conducted through a variety of affective learning methods which include group discussions, self-analysis, role playing, simulation, and other types of learning games. Sidney Simon's book, Value Clarification is used as a guide, adapting many of the author's ideas and sample group games to fit the needs and problems of the students. The seminars also provide direct reinforcement to the students' community service activities. They are encouraged to express verbally their volunteer experiences and relationships, to identify problems they have had, to explain how they have approached these problems, and describe how their experiences have contributed to their learning about themselves and others. During their weekly seminar sessions, the students' review and evaluate their volunteer activities of the preceding week.

Each week the students also participate in one major class activity. This typically involves a field trip, film, slide presentation, speaker, or regular class lecture. Each activity relates to the unit the students are studying. For instance, in their study of the environment, the students were addressed by a Planned Parenthood representative on population growth. They participated in an environmental simulation game and attended a lecture on conservation given by the Secretary of the Interior. In the unit on Religion and

Values they attended a university convocation on contemporary music and religion and spent a day touring churches in the metropolitan area. As part of their study of psychology, they observed the behavior of mentally retarded children in a special treatment center. During the psychology unit a number of students became interested in adoption. The faculty arranged for the director of a local agency to meet with the class and explain various adoption procedures and requirements.

Whenever possible the faculty arranges for large group activities that directly relate to some of the students' volunteer activities. Many of the students each year have been interested in mental retardation and have volunteered in various settings with the mentally retarded. To supplement this activity an expert in the field is brought in. He presents a slide show to the class which depicts the various kinds of retardation and treatment methods commonly used. He then discusses the students' particular volunteer experiences with them and answers their questions regarding specific types of behavior.

At the beginning of the year, the faculty divides the class into two groups and schedules their required activities on alternate days. Thursday and Friday are devoted to community service and required activities, with half the class participating in each activity on both days.

The students' schedules on Monday through Wednesday vary with each unit of study. At the beginning of each week period, the students are given a packet of materials containing an overview of the subject and detailed descriptions of some 10 to 12 related learning activities. Each activity is conducted by one of the four teachers. The descriptions of each activity include information on specific related requirements such as activity deadlines and mandatory group meetings as well as resources, readings, and methods of approach suggested by the particular teacher. The activities vary in terms of difficulty and the amount of time required to complete them. They range from simulation games and films to independent study and small group projects. In order to pass a unit of study, the students must obtain a given number of points.

The students are given one day to review their packets and determine their own schedules according to the activities they select. On the second day of each new unit the students review their schedules with the teachers of each of the activities they have selected.

Sample Problem-Solving Projects

The following is a typical problem-solving project that develops the students' skills in the four course disciplines. It is offered in the unit on Group Process. It is designed to give the students experience in working as a group, and it tests their initiative, cooperativeness, and leadership abilities.

Problem: To establish a permanent, realistic, and workable colony on the moon where all of the students in the class and 55 other people have gone as volunteers.

Procedures-- The students are told to complete the following tasks in groups of five:

1. Make a scale drawing of the colony which includes everything to be in it and provides and explanation for each item. (This step utilizes math.)

2. Publish a newsletter of at least two pages which reports on the various activities of the colony, or give a 15-minute radio news broadcast with commercials. (This step utilizes English.)

3. Set up a workable form of government which includes some type of formal document explaining the type of government, laws, and citizens' rights and duties. (This step utilizes social studies.)

4. Create a life support system which includes water, air, and food. Determine how much of each the colony will require. Assess the power needs as to type and amount and determine how these will be acquired. (This step utilizes science.)

The students are instructed to organize their group around these tasks and to determine how many tasks each group member will undertake. They are

given three weeks to complete the activity which includes submitting the published newsletter or presenting the news broadcast.

Other activities deal with the students' skills in one discipline and are less hypothetical. An activity in the unit of psychology is designed to give the students experience in data gathering and utilizes English skills.

Objective: To gather information on how diseases and drugs affect the human mind and learn about the resultant types of mental illness.

Procedures--The students are to find out as much as they can about mental illness, gathering their data from whatever sources they choose. They must prepare a bibliography and written explanation of:

- Diseases causing mental illness
- The different ways that drugs affect the mind
- The abundance of mental health problems in the United States

They must also prepare a proposal for a plan to solve problems concerning the mentally ill.

A project in Law and Society requires the students' use of English and social studies skills and gives them experience in gathering data from several sources.

Objective: The students must examine the role of the policeman by learning about his qualifications, duties, responsibilities, and pay; they must reassess their own attitudes accordingly and write a documented paper on the role of law enforcement officers in this country.

Procedures--The students must complete the project by carrying out each of the following:

1. Attend a presentation by a representative

from the Police Community Relations Bureau to learn about the duties and responsibilities of a police officer.

2. Learn about the various qualifications and pay scales for police officers.

3. Read the Law Enforcement Code of Ethics.

4. Learn what a police officer's legal constraints and rights are in carrying out a job. This necessitates learning about warrants, the use of force, search and seizures, searches without warrants, eavesdropping, wiretapping, and appearances before a magistrate.

5. Review the Escobedo, Gault, and Miranda court cases and determine how the police were affected in each.

6. Find out what others think about the police by interviewing at least 10 people and getting their answers to the following kinds of questions:

Would you like to be a policeman?

Do you think people would be better off without the police?

Do you think that the police get criticized too often?

Do you think that the police pick on young people?

7. Analyze the data and write a paper that includes all of the findings and answers the question, "What should be the role of America's law enforcement officers?"

The students have an option of receiving an extra activity point by participating in a field trip to the county jail to see police in action.

At the end of the year each student must plan and carry out an individual or team project using a problem-solving approach that makes use of their knowledge in math, science, English, and social studies. This is a minimum course standard which the students must complete in order to pass. They have four weeks to complete their

project and must follow a series of pre
ures. These include identifying a prob
ance to them; discussing the problem an
proach it with the teacher assigned as
writing up the problem and plan of appr
form and submitting it to the teaching
contracting with the teaching team to c
posal; gathering data and implementing
mitting a written report on the results
and the steps taken to achieve them; ar
oral report on the class

The projects selected by students
range of topics. Often these relate to
ity service activities. For instance,
volunteered as a teacher's assistant ir
kindergarten felt that the children nee
posure to nature. She defined her prob
a way to involve these children in some
door educational project. She wrote a
submitted it to the teaching team accor
project requirements. She then contact
naturalists in the metropolitan park sy
gestions of activities, topics, and mat
would interest this age group. She als
her plan with several pre-school teache
mine the kinds of activities that would
Based on her knowledge of the childrens
and attention spans, and using the resc
had gathered, she designed a unit of st
then spent several days implementing he
keeping it simple and incorporating var
tools attractive to the children. She
of various kinds of plant and animal lif
these on the walls; she showed slides o
play in various outdoor activities, and
grasses, flowers, and edible plants tha
could touch, smell, and compare. When
pleted the project, she analyzed the re
mitted a written report to the faculty.

HOW THE PROGRAM IS EVALUATED

Each student's progress in the program is continuously evaluated throughout the year. The teacher responsible for each of the learning activities keeps a written record of student progress. These evaluation records are placed in the student's file at the end of each unit of study and are jointly reviewed by the four teachers at the end of each of the school's four quarters. The teachers determine whether or not the student has met the minimum course standards and evaluates his progress in the following areas:

1. Use of the various problem-solving processes.
2. Ability to think critically.
3. Understanding of cause and effect relationships.
4. Utilization of information sources.
5. Understanding of math operational processes.
6. Understanding of scientific concepts.
7. Awareness of current social developments and issues.
8. Ability to clearly express ideas orally and in writing.
9. Contributions to discussions.
10. Ability to work independently and with others.
11. Ability to use time effectively.
12. Ability to meet activity deadlines.
13. Responsibility.
14. Ability to accept and profit from constructive criticism.

These evaluations are recorded on a form designed by the teaching team, and they are submitted to the school office. At the end of the year the team similarly reviews the student's quarterly evaluation reports and determines a final course grade. In determining the final grade, they take into account the student's attendance at all program activities and his demonstrated volunteer contributions and progress as reported in separate quarterly agency and faculty evaluations.

Evaluation of Community Service Activities

Once a quarter the teacher who serves as community service coordinator visits each of the agencies where students volunteer. He assesses the students' progress and determines: whether they are meeting the agencies' needs and expectations; how well they are fulfilling the duties assigned to them and the kinds of problems the students or agency personnel have encountered. The teacher's assessment of each student's community service activity is geared to his quarterly evaluation report and includes the student's ability to integrate his service activities with his classroom work.

The students' agency supervisors evaluate their volunteers' work on forms designed and provided them by the school at the end of each quarter. They are asked to describe the student's assignment and evaluate his involvement in agency work by answering these questions:

Does the student appear to be interested and enthusiastic about his situation? How?

Does he possess the necessary skills needed for his assignment?

Does he behave in a responsible manner? Does he report regularly and on time and does he inform you of absences?

Answers to these questions are taken into account in determining a student's final grade.

ADVANCED SPANISH STUDENTS TUTOR SPANISH-SPEAKING CLASSMATES IN ENGLISH

THE SCHOOL

A public high school with 2,600 students in grades 10 through 12, located in a small town near a major metropolitan area.

THE COURSE

At the request of students in advanced Spanish classes for more practical language experience, a high school Spanish teacher designed and conducted a one-semester course in which the students provided tutoring in English to Spanish-speaking high school students.

BENEFITS TO THE COMMUNITY

Spanish-speaking high school students, mostly Cubans, have improved their command of English. They have become less inhibited in their efforts to speak the language, and are better adjusted to and more comfortable in their community and school environments. The academic grades of the Spanish-speaking students have shown tremendous improvement. Spanish speaking students, who once isolated themselves from their English-speaking peers, are now integrated into the student body.

BENEFITS TO THE STUDENT VOLUNTEERS

The student tutors improved their own command of Spanish and learned to speak it with more ease; they developed friendships with their Spanish-speaking tutees and began to appreciate their culture . They learned to set achievable goals for themselves and those they tutored. They learned to assess their own behavior and performance in practical rather than idealistic terms.

RATIONALE AND ORIGINS OF THE PROGRAM

One of the high school Spanish teachers became interested in teaching English to students who speak a different language. She developed some techniques and published an article on the subject. In the fall, following publication of the article, the head of the high school's foreign language department suggested to the teacher that these techniques might be used to assist the many Spanish-speaking students in the school. They discussed ways that their goals might be accomplished, while the students in the advanced Spanish classes might be involved simultaneously in a practical learning experience. They agreed to try an experimental course that would provide the English-speaking students with language tutoring skills and give them time during the school day to apply these skills to tutoring Spanish-speaking students. The teacher prepared a course proposal, reviewed it with the head of the language department, and submitted it to the local school board for approval.

The design stipulated that students would be specifically recruited by the teacher from the school's advanced Spanish classes. The Spanish-speaking students would be tutored on a one-to-one basis. The tutors would be graded on their activities in and out of the classroom and would receive one semester of credit. The students would tutor when their own and the Spanish-speaking student's schedules permitted. Student tutors would meet in class twice a week to review tutoring methods, work out tutoring problems, and learn new approaches to working with other cultural and lauguage groups.

HOW ARRANGEMENTS ARE MADE

As soon as the school board approved the pilot program, the teacher obtained from the guidance counselor a list of all of the school's Spanish-speaking students, surveyed their needs, and ascertained their interest in the program. She met with each of these students individually, assessed their particular English language difficulties and their willingness to participate in the program. Of the 15 Spanish-speaking students in the school, 12 were eager to participate.

The teacher presented the program idea to the 12 students in her advanced Spanish class and asked who might volunteer to participate in the pilot program. The entire class volunteered. Several students from other advanced Spanish classes heard about the project and asked to participate. As a result, the number of students who wanted to participate as volunteer tutors exceeded the number of high school students who needed tutoring. The teacher agreed to take the additional students if they could find a willing Spanish-speaking tutee in a nearby elementary school or in the high school's adult education classes. One of the students who had been tutoring children in a grade school as part of another high school course, knew a first grade child whose difficulties with English were hampering his progress in other subjects. He contacted the boy's teacher and made arrangements to tutor him in English several times a week. Two other students contacted the faculty of the public adult education school and made arrangements to tutor Spanish-speaking adults individually and in small groups several evenings a week.

The Spanish teacher met individually with each of these students. She reviewed their projected spring schedules and determined when they would be free to tutor and to meet in class. On the basis of the students' schedules, she set aside one period every day for the program. The entire class met on Fridays. On each of the other four school days, groups of three students would meet during the class period. Thus, each student met once a week with the entire class and once a week with the teacher and his own small group. On the days when they were not in class or in their own small group meetings, the students were free to prepare for their tutoring sessions, to meet with their tutees, or to

participate in one of the other small group meetings. The teacher encouraged the students to attend as many small group meetings as they wished.

The full class and the small groups were designed to complement each other and to give the students maximum tutoring reinforcement. The full class sessions concentrated on skill training and included lectures, guest speakers, discussions, and films. The small groups gave the students a chance to discuss their tutoring experiences and receive peer counseling and the teacher's help in working out particular problems.

Later, the guidance counselor provided the teacher with schedules for each of the Spanish-speaking students participating in the program. She compared these schedules with those of her students and made sure that each student had at least one free period in common with one of the Spanish-speaking students. She made a list of each group of students and their class schedules, indicating the free periods. This was distributed to all of the student tutors.

HOW THE COURSE FUNCTIONS

The course is designed to provide the students with practical tutoring skills and to help them perfect their knowledge and use of Spanish. Much that the students study in class relates to skills they need as tutors and to problems they encounter in their tutoring sessions. Course content includes a study of the theories and practices of linguistics, approaches and skills used in teaching the foreign born, and cultural studies of the countries represented by the students' tutees.

Classes are loosely structured and rely heavily on student participation. There are language and linguistic exercise drills, role-playing, class discussions and review, guest speakers, lectures, and group work. Resource materials are provided by the teacher, and the students create some learning materials on their own or as a class.

Before the course started, the teacher collected a sampling of ideas and resources on linguistic history, theory, and practice and a few materials used in training teachers of foreign language. These are used during the orientation period and as needed at different times during the course. In class, the teacher combines the use of these materials with language learning skills and principles familiar to the students from their previous years of studying Spanish. These include an understanding of language and language development within the context of culture, oral repetition and reading, conversation, memory work, vocabulary drills, and the use of vocabulary and every day usage and grammar in simple sentences or in stories. In class and as homework assignments, the students discuss and describe ways in which these and other methods can be used in teaching English to non-English speaking people.

For the first two weeks of the semester, the students attend daily orientation sessions held at their regularly scheduled class time. The orientation period was designed with a three-fold purpose: (1) to sensitize the students to the types of Spanish-speaking students they ould be working with and to the kinds of intercultural, behavioral, and language difficulties they might encounter in their tutoring; (2) to give the students a basic grounding in linguistic history, theory, and practice in preparation for their later studies and tutoring experiences; (3) and to discuss and decide as a class the meaning, purposes, and directions of the course.

The orientation sessions begin with lectures on basic linguistic theory and on the contrastive sounds system - a study of how speech sounds developed in different cultures. The teacher involves the students in oral drills that dramatize English language sounds and has them role-play Spanish-speaking students trying to learn these sounds. The students also discuss the problems they encounter in learning Spanish and in pronouncing certain sounds peculiar to that language. They then compare the pronunciation and sounds common to both languages and determine which English sounds would be most difficult for a Spanish-speaking person to learn.

In subsequent sessions the teacher tells the class a little about the background of each of the Spanish-speaking students who will be participating in the project. She tells them what she knows about their families, their interests and hobbies, and the length of time they have lived in the United States and in that particular community. She talks about the various socio-cultural characteristics of the Spanish-speaking, placing particular emphasis on the Cuban culture which is common to most of the tutees. The students discuss their observations of the Spanish-speaking students from their contacts with them in school. Through role-playing and discussions, the students explore reasons for the Spanish-speaking students' social isolation, their habitual use of Spanish as a group, and their apparent lack of academic motivation. They discuss the students' families, the conflicts faced by the students who speak Spanish at home and maintain many of their customs and traditions, but who are expected to speak English and act like native Americans during the day. They also discuss other cultural differences involving male and female roles, the relationship of children to parental authority, the role of the family, and other social customs. From Spanish literature and history textbooks and from other books and resourses in the school's foreign language resource center, the students read about the history of Cuba and the other countries represented by the Spanish-speaking student. They become familiar with the traditions, customs, and holidays, and compare these with their own.

At the end of the orientation period, the students are asked to write a paper outlining their own goals for the course, the amount of time they expect to commit to

the tutoring and to preparation for the tutoring sessions, and to related class work. The teacher reads the papers to the class, and the students list the objectives from each paper on the blackboard.

In the first program the class agreed upon three major course objectives: (1) to help the Spanish-speaking student improve his command of the English language; (2) to help him adjust to the community and the American way of life; and (3) to improve his own Spanish. The class decided on the amount of time they should give to all aspects of the course -- a total of 65 hours as a minimum for the semester. The students also set up other course requirements. They agreed to keep a log of their hours, including meetings with their Spanish-speaking tutees, class instructions, small group meetings, class assignments, and home preparation for their tutoring sessions. The students felt that by keeping logs and comparing them periodically, they could assess the validity of the 65-hour requirement.

Students are expected to keep a notebook of their tutoring activities. After each session they enter comments on the experiences of the day, the problems they encountered and how they dealt with them, and the problems and progress of their tutees. The teacher reviews all notebooks once a week and the students share experiences in class on a regular weekly basis.

While drawing up the course requirements, the students also discuss the philosophy and importance of their tutoring project. They agree that their own motivation and interest in learning and in helping their tutees is essential to the tutee's progress; that the methods and content of the tutoring sessions depend largely on each tutee's particular needs, interests, and difficulties in school and on the tutor's sensitivity in responding. They recognize that they are about to undertake a serious endeavor, one to which they have to devote maximum energy and concentration. They help each other in class and keep check on one another's sincerity, motivation, and work.

The students begin tutoring during the third week of the semester, following a group meeting of all tutors and tutees during one of the regular advanced Spanish classes. The teacher obtains class releases for all of the Spanish-speaking students and has them join the class. She introduces both groups of students and then lets them socialize. During this meeting the tutors pair off with the tutees, and decide on a tutoring schedule.

Soon after they start their tutoring activities, the students begin to share their experiences in class. They talk about their tutees' backgrounds, families, interests and problems in school, and further discuss the reasons for their isolation from the rest of the student body. The students find that the Spanish-speaking students relate more easily to them because they know their language and something about their country. It soon becomes apparent to the class that the primary need of the Spanish-speaking students is humanistic -- they thrive on this opportunity to socialize and develop friendships with other students. In class the students discuss their observations of their tutees' social behavior. They explore ways of making them more comfortable and more accepted.

In the first year of the program, the teacher realized that the students' involvement with one another's problems, their consistent class participation, and their role in deciding on the objectives and direction of the course, had all contributed to increasing their motivation and eagerness to do a good job. Although the students had originally felt that a minimum of three hours of tutoring a week would satisfy their self-imposed total time of 65 hours, the teacher found that all of the students were spending at least five hours a week with their tutees. Many of the tutors met with their tutees every day, working with them after school or during their lunch hours as well as at scheduled tutoring times. Similarly, many of them shared social and extracurricular activities with their new friends. They introduced them to neighborhood haunts, participated in sports events together, and introduced them to their friends. This pattern has continued each year.

In addition to their class discussions on intercultural behavior and tutoring problems, the students continue to study linguistic theory and behavior, to review Spanish grammar, and to work out solutions to particular language problems in small groups in class,

or individually at home. The teacher distributes to the students a publication used by the Boston Public School System for college students tutoring the Spanish-speaking. This Handbook for Tutors of English as a Second Language, serves as a resource and guidebook of tutoring methods and approaches. It also contains many linguistic exercises and is frequently used in classwork or as a workbook by the students who do the exercises at home. The study of linguistics following the orientation period is more advanced and of a more practical nature. The students are constantly challenged to suggest techniques that they can use with their tutees, based on theories learned in class.

Guest lecturers are brought into the class at different times during the semester to reinforce classroom learning and to provide new ideas and resources to be used in tutoring. One year, for example, an English teacher who was taking courses in teaching English as a second language in a nearby university talked to the students about linguistics and suggested ways that they might adapt certain experiments to their tutoring. She offered her services to the students as a resource person and invited them to call her if they had problems they could not solve.

A Mexican-American bi-lingual language teacher, who had lived in this community for many years and had worked as a liaison person for the school district and the Spanish-speaking community, talked to the students about his own experiences in being transplanted from one culture to the other. He discussed differences and common characteristics of the two cultures. He also identified the kinds of behavioral and inter-cultural problems the students might expect to confront in their tutoring. He later visited the class several times to discuss the progress of the program and to further assist the students.

A Mexican-American student in the high school, who had spent several years teaching English to the foreign-born, told the class about her teaching experiences, recounting some of the problems she had encountered and her solutions. She discussed cross-cultural communications and teaching methods that she found useful for non-Americans. She gave the students a demonstration on the articulation of basic sounds and led them in various articulation exercises. Following her visit the teacher spent several class periods expanding on the exercises and methods this resource person had introduced.

Reading and English comprehension is one of the most difficult problems for the Spanish-speaking students. Many of their classroom problems result from their inability to read English easily. For instance, one tutee was asked to write a book report, but he could not read the book. His tutor helped him by reading the book to him. He discussed the book's meaning with his tutee and helped him to determine the major focal points to be included in the report. He then helped his tutee outline the report and later reviewed his grammar, spelling, and phraseology.

Many of the student tutors are faced with finding ways of motivating their tutees, not only to learn English but to do their assignments for other subjects. They find that the students' frustrations with English cause some of them to abandon their studies altogether. These and similar problems are discussed by the student tutors with their classmates, the Spanish teacher, and guest speakers.

The students often relay their tutoring experiences to the class through role-play. They team up with other students and play the roles of a tutor and a tutee facing a particular problem. The class helps them find solutions to the problem, and other students assume the same roles to see how they might handle the problem differently.

Occasionally role-playing involves the entire class. For instance, the two students who tutored adults in the adult education evening classes taught their own Spanish class for one period. They used the same tutoring methods in conducting the class. The rest of the class and the teacher played the roles of the Spanish-speaking adults. They asked questions and posed problems they thought the adults might have. This exercise helped the two student tutors see their role in a new light and gave them new tutoring ideas. It helped the class understand the problems of adults being instructed by high school students.

Toward the end of the course, to take the pressure off straight English tutoring and to challenge the

students' creativity, the teacher gives the class an optional assignment. She suggests that the students use the method of role-reversal by participating in an activity in which the tutor uses only Spanish and and the tutee only English.

One tutor, whose tutee was a chess buff and more interested in this activity than in studying, had him write the rules of chess in English while the tutor wrote the rules in Spanish. Together they verified the rules, checked each other's mistakes, and played a game.

Another student tutor prepared a test in Spanish and gave it to her tutee to respond in English. The tutee reversed the process. She wrote a test in English and gave it to her tutor to answer in Spanish.

HOW THE PROGRAM IS EVALUATED

The teacher and the class continually evaluate the overall project and their individual progress through weekly small group meetings, class discussions of weekly tutoring experiences, and a regular review of their notebook entries.

Midway through the course the students are required to write a self-evaluation paper in which they explain how well they feel that they have met five criteria used by the teacher in her evaluations:

1. What the students feel they have learned in class.

2. How much energy they feel they have put into the course and the tutoring.

3. How consistent their attendance has been in class, in the small group meetings, and in their tutoring sessions. How much they have extended themselves beyond their tutoring--as in preparing for their tutoring sessions, researching new methods of instruction, and investigating new approaches to particular problems.

4. How well they have kept their notebooks--whether or not they have really given thought and time to them.

5. Whether they feel they could have exerted more effort in the program.

The papers are handed into the Spanish teacher along with the students' logs and notebooks. In class the students individually discuss each of the five criteria and rate themselves on how well they think they have fulfilled each. The teacher compares each student's evaluation with her own and awards grades accordingly.

At the end of the semester, the students write self-evaluation papers and submit their logs, notebooks,

and any other extra-credit or special project work. The students again give oral reports on how well they feel they have met the five criteria. They compare their progress since the mid-term evaluation. The class then discusses the values of the project and talks about the objectives it drew up at the beginning of the course.

On the last day of the course, the class invites high school faculty and administrators to participate in an overall project evaluation. All of the tutees and tutors talk about their experiences, share what they have learned, and explain the mechanics of the program.

SOCIOLOGY STUDENTS SERVE IN COMMUNITY AGENCIES

THE SCHOOL

A large suburban high school with 2,500 students, grades 10 through 12, located on the outskirts of a major metropolitan area.

THE COURSE

As one of several optional assignments for a semester-long sociology course, high school juniors and seniors volunteer for service in a variety of community agencies.

BENEFITS TO THE COMMUNITY

For at least three hours each week throughout the semester, the students provide needed volunteer services to a variety of suburban and metropolitan community service organizations. Boys in a metropolitan Boys' Club receive individual academic tutoring help; the residents of several nursing homes receive personal instruction and assistance in handicrafts, and residents in a home for the mentally retarded receive individual help with recreational activities. Students also volunteer in recreational programs for the metropolitan YMCA and for a neighborhood opportunity center. They work with emotionally disturbed children in private institutions and as lab and pharmaceutical assistants in local hospitals. Several community agencies have been able to expand their programs and provide more individual attention to those they serve.

BENEFITS TO STUDENT VOLUNTEERS

The students have the opportunity to experience sociological principles learned in class. They learn to accept and work with people from socio-economic, racial, ethnic, and religious backgrounds different from their own. They have the chance to reassess their own environment and compare its problems and people with those of the inner city. They also gain experience working with people who are physically and emotionally handicapped.

RATIONALE AND ORIGINS OF THE PROGRAM

The program is an outgrowth of a student volunteer summer program that was initiated and developed by the metropolitan Voluntary Action Center. Several years ago the staff of the Center approached the high school's director of guidance and its director of curriculum to recruit students for the summer program. These two high school administrators became interested in the program, discussed it with the school's social science teachers, and decided to design a similar program for the full academic year.

The high school's proposal for this program was readily accepted by the Voluntary Action Center. In fact, the Center had just begun to lay plans for a five-year program for all of the metropolitan public and private high schools.

During the summer months prior to launching the program, the high schools' social science teachers, the director of guidance, and the staff of the Voluntary Action Center defined their program responsibilities and made the preliminary arrangements.

The director of guidance at the school offered to provide the liaison between the school administration, the high school teachers, the students, and the Voluntary Action Center. Her duties would be primarily administrative but would include some student contact as well as occasional meetings with community agencies.

Social science teachers agreed to redesign their sociology course curriculum to include an option for volunteer service. They promised cooperation with the school's guidance director in meeting administrative and operating requirements and assistance in placement of students. They agreed to structure their classes to reinforce the students' volunteer activities and develop volunteer-related assignments. They were also assigned responsibility for evaluation of volunteers and the program.

The Voluntary Action Center offered to publish a student volunteer directory describing all of the agencies, the types of volunteer service needed in each, and the skills necessary to perform these services. The directory provides written explanations of volunteer responsibilities, agency orientation, training, and service hours. The Center accepted responsibility for presentations to each sociology class at the beginning of the year, individual interviews and screening

of student applicants, matching student volunteers with agencies according to the needs and interests of both, follow-up with the community agencies, and the distribution of evaluation forms to both students and agencies at the end of the year.

To be accepted in the program, student volunteers have to meet the terms of school and agency volunteer contracts prepared for their signatures.

HOW ARRANGEMENTS ARE MADE

The volunteer program really gets underway about the second week of school, after all the students' schedules have been established.

Orientation

At the beginning of the sociology course, the teacher describes the volunteer commitment related to the course. At this time he talks to the students about the agencies and the kinds of experiences student volunteers have had. He explains the program procedures and student volunteer responsibilities. Extra academic credit possibilities are pointed out.

During the second or third week of class, a Voluntary Action Center staff member spends one class period talking to the students about various community agencies. She shows slides of student volunteers at work at these agencies and gives each student a volunteer manual that describes each agency.

She then distributes application forms requesting information on the student's backgorund, school activities, interests, and previous volunteer or work experience. The students are asked to return the forms and indicate on them where they would like to volunteer and why. Students are asked to alert their parents as to their volunteer intentions.

Applications and Assignments

Several days later, the representative of the Voluntary Action Center meets with the high school's guidance director and reviews each student application. The guidance director often recommends an assignment for a particular student.

The next two or three days are devoted to student interviews with a member of the Voluntary Action Center staff or a graduate student volunteer from a nearby university who is trained in interviewing techniques. The individual interviews are held during sociology class time. Necessary placement changes are discussed with the students.

Several days after the interviews, each student receives a letter from the Center staff assigning him to a particular community service agency and giving him the name of his agency supervisor. The student is expected to contact the supervisor within three days, arrange a meeting, and establish times for orientation and training.

At the meeting the students and the agency supervisor sign a volunteer agreement card provided the student by the Volunteer Center. This describes the scheduling arrangements and volunteer responsibilities agreed to by both parties. The card is returned to the Center by the agency.

Having met with the agency, the students schedule a meeting with their classroom teacher to work out a contract agreeing to:

- Provide a stated minimum number of hours to the agency on a regular weekly basis.
- Report all anticipated absences to the agency supervisor.
- Keep a record of attendance and completed volunteer duties.
- Contact the school guidance director, teacher, or agency supervisor when problems arise.
- Fulfill the class course requirements.

When the student has agreed to all of the volunteer contract terms, both he and the teacher sign the contract. This is kept by the teacher. At this time the student is given a volunteer record sheet on which he is required to note volunteer service hours on a regular weekly basis.

Volunteer Records

When all of the students' volunteer arrangements have been completed, the Voluntary Action Center sends to the high school guidance director a complete list of all the student volunteers, the agencies where they will be volunteering, their volunteer schedules, and the names

and phone numbers of the agency supervisors. Similarly, each agency receives from the Center a form for recording the student's attendance and periodic and final evaluations. These are returned to the Center at the end ot the semester.

HOW THE COURSE FUNCTIONS

The sociology course is designed to prepare students to cope with contemporary society and to help them become effective citizens. Course objectives are to:

- Introduce the students to the theories, principles, and topics of sociology through lectures and a class text. (Modern Sociology by Kohller and Couse.)
- Familiarize the students with the methods used in social science research and encourage them to perform original research in learning to apply these methods.
- Increase the students' understanding of the dynamics of human relations through audio-visual materials and role-playing techniques.
- Present the students with as wide a variety of contemporary social problems and related alternative solutions as possible through lectures, audio-visual aids, readings, and guest speakers.
- Enable the students to understand the institutional framework of American society and better work within it.

The first few weeks of each semester are devoted to an introduction to sociology, preparations for individual student activities, and orientation to the volunteer program. Each of the students is required to do a project outside of class, either on his own or with one or two other students. The teacher distributes a list of project options to the students during the first week of class and explains the requirements for each. The options offered vary each semester. Typical projects are:

- A term paper--The students are free to choose any topic that relates to subjects covered in class. The topics must be approved by the teacher during the first two or three weeks of the course. Students who choose to write a term paper must use

the scientific research method. They must develop a workable hypothesis, conduct library research, collect and analyze their data, and organize and record their findings and conclusions in a presentable written format. Students tend to research and write about contemporary social problems such as drug abuse. Some students do field research in teams of two or three.

- Outside readings and reports--Students may choose to read about a particular topic in sociology. They must inform the teacher of their particular areas of interest and report in writing on the book or books that they have read. Students often select books from the school's special sociology library, set up to supplement the various sociology courses. Often other books are recommended by the course teacher. Students have done readings in contemporary social areas such as the problems of migrant workers, ethnic relations, or black social mobility.

- Arranging for a community resource person to give a class presentation--Students who choose this option must let the teacher know, during the first two or three weeks of the course, what type of expert he will bring to the class and how he plans to identify and contact the person. The teacher and the student determine when the best time would be for such a presentation. Once he has located a speaker and confirmed a date, he must finalize this with the teacher. The student must introduce the speaker to the class and explain the background of the speaker and the subject of discussion. In this way at least one speaker has been brought in for every topic studied. This is a popular project option for many of the students and one well liked by the class. The students enjoy the interaction with the community person and the chance this gives them to learn about a subject they are interested in. Speakers have ranged from a Planned Parenthood representative, to a local firechief, a drug abuse counselor, and an administrator from a local suicide prevention center.

- Volunteer programs--About 40 percent of the students each semester choose to participate in the volunteer program as a course option. The teacher encourages this option more than the others by stressing its values to both the students and the community and by making the other options more like typical classroom requirements.

The teacher spends several class periods during the first week or two discussing the volunteer program with the students. He encourages the students to select this activity as a way to become directly involved in the community and learn about its people and problems. He describes a variety of community needs and suggests some of the activities students can undertake as volunteers. The students discuss the value of community service with the teacher, who frequently cites examples of ways in which other students have benefitted the community. The teacher later outlines the arrangements and administrative procedures, explains the program requirements, tells about the Voluntary Action Center's role in the program, describes the responsibilities of the high school guidance director. The teacher talks about ways in which volunteer activities may enhance classroom studies and help students to prepare for future careers and avocations. He stresses the importance of individual student responsibility and discourages those not sincerely interested from making a volunteer commitment.

Some students want to volunteer and to undertake another optional activity as well. The teacher encourages as much individual involvement as the students are able to handle and offers extra credit for activities that exceed the course requirement. One student who worked in a nursing home arranged to have one of the administrators share his expertise in the field of gerontology with the class. Another student who worked in an institution for the mentally retarded brought a staff person to class to talk about the different types of mental retardation and the care and treatment provided.

Occasionally, students who volunteer become involved, through their own initiative, in other short-term community service activities. This warrants extra credit. Five students who worked in different community agencies also worked for several days as a team in an inner city residential neighborhood threatened by urban renewal.

Course Content

During the first three weeks of class, the teacher covers the last unit in the textbook, which deals with careers in sociology. This helps to motivate the students and gives them some practical grounding in the field as well as ideas for volunteer participation. The functions and professional responsibilities of social workers, family sociologists, criminologists, and industrial, medical, urban, and rural sociologists are presented in lectures and discussed by the class. For each social profession covered, the teacher gives the students statistics on typical salaries, benefits that accrue for men and women, and the types of experience and educational levels required.

Course content for the remainder of the semester falls into two major categories: (1) a study of the history of sociology, sociological principles, theories, and methods; and (2) a study of contemporary social problems. These are covered in four units of study, which follow the sequence of topics in the text.

The first portion of the course gives the students the basics of sociology through a combination of classroom lectures, textbook readings, and related papers. The second portion incorporates a larger variety of teaching methods, including numerous guest speakers, classroom games and role-playing, and student reports and projects.

Throughout the course the students are encouraged to participate in class discussions and to share personal experiences related to topics studied in class. Student volunteers are expected to relate their volunteer activities to the class and to keep the class informed of their weekly experiences, the places where they volunteer, and the people they work with.

The four units of study, in the order in which they are covered, are:

1. Culture--The study of culture lays the conceptual groundwork for the rest of the course. The students develop a cultural perspective through an examination of cultural capacity, integration, and change. They discuss subculture, norm, institutions, and primary and secondary groups. The students develop an understanding of cultural variability in different societies and the process of socialization. This prepares them for their later examination of the relationship of the individual to society.

2. Social Psychology--The students study the types of interactions that exist between the individual and society. Particular emphasis is placed on social and environmental influences on personality development and on the causes and kind of deviation from the norm. Various types of groups are discussed, and the concept of role as it applies to group situations is examined. Students discuss the influences that have affected their own personality development and compare these with factors they have observed in people who are products of other environments and cultural backgrounds. Students who tutor children in city schools or who work with children and adults from different kinds of backgrounds relate their observations to the class.

By the end of this section of study, the students must be able to recognize and differentiate between social and biological influences on personality; define personality and its ingredients; explain the meaning of self-concept as seen by Margaret Mead, Charles Cooley, and Sigmund Freud; identify and discuss the several personality types in terms of temperament and behavior; be familar with deviant personality types and recognize such personality factors as defense mechanisms.

3. Social Stratification--Based on their understanding of the individual need for group membership and their familiarity with the groups to which individuals belong, the students study the process of social stratification into various subgroups. Caste, estate, and class systems are analysed and compared. This provides the students with a social context for their subsequent study of such social problems as poverty and race relations.

The students also learn about the three primary social institutions: the family, religion, and government. Students arrange for resource people to address the class on each of these social institutions. A panel of four ministers of different faiths discussed the meaning of religion and compared and contrasted their different theological orientations. Government representatives included a local legislator who talked about the role of government at the municipal level and at the state and national levels. Several policemen explained state laws, social control, and crime prevention. The policemen related well to the students and directed an animated discussion of the relationship of youth to the police and the law.

Similarly, the students were visited by local military personnel who discussed the reasons for national defense, the relationship of the military to other branches of government, and the structure of the military organization.

By the end of this unit of study, students are able to define and differentiate between ascribed and achieved status, and vertical and horizontal social mobility; they are able to define the process of social stratification and to recognize its consequences in society. They have begun to appreciate the role of education in terms of social mobility and have a clearer understanding of the values and purposes of institutions.

4. Social Problems--The study of social problems is divided into two categories: (a) social disorganization problems such as poverty and racial and ethnic relations, and (b) personal pathologies such as crime, delinquency, alcoholism, drug addiction, mental illness, and suicide. Emphasis is placed on the role of the individual in helping to solve these problems. Students discuss their own roles in the community and ways in which they have contributed toward the solution of problems. The students are also asked to relate situations in which social disorganization and pathological problems are combined, or they role-play the part of a person confronted by both types of problems.

The course also covers rapid population growth, urban migrations and urban living, and preservation of the environment.

The classroom study of some of these topics is supplemented by films such as "Babies by the Million," a current educational documentary that predicts what will happen if the population growth continues at the present rate. Other topics are discussed by guest speakers. The administrator of the local Big Brother Program talked to the students about the history, nature, and purposes of this program and described the kinds of boys who are assisted by the program. He contrasted their backgrounds, homes, lives, personal problems, and needs with those of the Big Brothers who work with them.

A drug abuse counselor discussed the dangers of different types of drugs, ways in which drug addicts are cured, and the problems they encounter. A member of Alcholoics Anonymous discussed the causes and cures of alcoholism, a representative from Planned Parenthood presented a slide show to the students on population control, and an administrator of a local suicide prevention center talked about social problems and pressures that lead to suicide and the incidence among different personality types.

From their classwork and their volunteer work, the students develop a theoretical and practical understanding of the different types of social problems. By the end of this study unit, they must be able to distinguish between the two types of social problems, recognize the root causes for personal pathologies, and be able to outline possible solutions for each of the social problems and defend the feasibility of the solutions.

Student Volunteer Panels

During the last few weeks of the course, the teacher assigns a panel presentation to each student who participated in the volunteer program. Each panel is made up of four or five students. The students are required to prepare talks to the class on their volunteer experiences and to work out a schedule with others on their panel. The students must structure their talks within the context of sociology. They must describe the sociological factors they have observed on the job and the sociological behaviors of the people with whom they're working. They must relate these to topics studied in class. Other topics the students must cover in their individual presentations include:

- A description of the place where they volunteer and the people with whom they work.
- A description of their volunteer responsibilities and what they have learned from them. How they feel about their roles and responsibilities within the organizations where they work.
- A description of their most interesting or memorable volunteer experience and an explanation of what made it interesting or memorable.

- Comparisons of the beginnings and the endings of their volunteer experiences and descriptions of how their attitudes toward institutions and the people within them changed during the program.

- An explanation of ways in which they feel the program could be improved and an examination of its negative and positive aspects.

Following their talks, students on each panel conduct a question and answer period and a class discussion. The volunteer panels help the student volunteers understand their feelings about their experiences and translate them to their classmates. This responsibility to teach their classmates what they have learned places a new value on their volunteer roles.

HOW THE PROGRAM IS EVALUATED

The teacher assesses individual student learning in a variety of ways. Students are encouraged to articulate and compare their views and opinions on current topics with those of their classmates. The degree to which students participate and contribute to class discussions gives the teacher a chance to assess individual learning. This has bearing on each student's final grade.

Periodic quizzes and tests examine the students' mastery of simple rote memory material such as sociological terminology and definitions. The students are also given essay examinations in which they provide alternative solutions to a social problem or are asked to write a case study about a particular social situation. This tests their conceptual understanding of sociological methods and problems. It gives the students a chance to express their opinions and the teacher a chance to determine student attitudes.

Other factors that help the teacher determine each student's learning and progress and figure into their final grades include: how well the students have met the course requirements; the extent to which they completed additional extra credit projects; their classroom work and participation; their attitudes toward the teacher, their classmates, and the people with whom they worked as volunteers.

Student volunteers receive a pass/fail grade for their volunteer activity, but are fully graded on their ability to relate their volunteer experiences to course topics and class discussions. They are also graded on how well they performed on each of the volunteer requirements. These include maintaining a consistent weekly volunteer journal, meeting with the director of guidance twice during the semester, submitting to the classroom teacher before the last day of the course a written evaluation of their impressions as volunteers, and participating in the volunteer panel presentations at the end of the semester.

The students' ability to give a logically ordered presentation figures into their final grades. During the panel talks, the sociology teacher asks the students

questions from a written evaluation questionnaire prepared by the high school director. This asks about the kind of training and orientation provided by the agency, the amount and effectiveness of supervision provided by the agency, the amount and effectiveness of supervision provided by the volunteer program leader, and the responses to the volunteers by the people they worked with. The teacher also asks each student what his or her intentions are for continuing volunteer work. This helps the teacher to assess the value of each student's experience and determine some of the problems encountered by student volunteers in the various community agencies. For instance, he has learned that many former student volunteers have been used as errand boys in the local hospitals and benefitted less from the experience than students who were able to develop one-to-one working relationships with people. On the basis of what he has learned from panel presentations and questions; the teacher has been able to suggest program changes to community agencies or to the Voluntary Action Center.

A combination of several other evaluation procedures are undertaken throughout the semester.

Informal Evaluation

The sociology teacher visits each of the community service agencies in which his students volunteer several times during the semester. He meets with the students' supervisors to discuss their progress and performance and to identify problems.

In instances where there are particular volunteer problems, the agency supervisor or the student contacts the Center, the classroom teacher, or the school's guidance director. Normally this is followed by an agency visit from the guidance director who attempts to determine the cause of the problem and to work it out with the student and the volunteer supervisor.

Students who have problems relating to the people they serve as volunteers or problems with their supervisors are encouraged to share these personally with their teacher, the agency supervisor, or other students.

The guidance director keeps in touch with the classroom teachers informally throughout the semester. Similarly the Voluntary Action Center keeps in touch with the various community agencies and with the high school's guidance director.

Shared Student Evaluations

Half-way through the semester, the guidance director arranges to meet with the student volunteers in small groups during sociology class time. Students who share common volunteer activities meet together. During these meetings, the students and the guidance director discuss the agency or agencies where they work, the kinds of experiences they are having, problems they are confronting, and the effect of their experiences on future college and career plans. These meetings give the guidance director an idea of the overall program picture and the progress of each participating student. Similar small group evaluation meetings are conducted by the guidance director at the end of the semester so that he may assess changes in the program and student progress since the earlier meetings. On the basis of these final evaluation meetings, the guidance director recommends further changes and improvements.

Formal Evaluations

At the end of the semester, the students are asked to list the pros and cons of their volunteer experience at the agency and hand these to the guidance director. For the Center, they are required to complete a form evaluating the agency for which they worked. These forms include questions relating to the students' interest in continuing their volunteer work at the agency, their duties while a volunteer in the agency, the kind of training received, and the kinds of services the students feel they gave to the people with whom they worked. Agency supervisors are asked about the student's ability to get along with the agency staff and the clients. Supervisors also evaluate volunteers for initiative, dependability, self-confidence, and sensitivity. These forms are returned to the Voluntary Action Center along with the students' attendance and periodic evaluation records.

HUMANITIES CURRICULUM REINFORCED BY VOLUNTEER WORK

THE SCHOOL

A suburban high school with approximately 3,700 students in grades nine through 12.

THE COURSE

Of the high school seniors enrolled in a year-long humanities program, over 200 elected to volunteer in the community and attend weekly seminars for one quarter. This reinforces their three quarters of humanities electives in psychology, sociology, crime and delinquency, aesthetics, religion, and American minorities.

BENEFITS TO THE COMMUNITY

A variety of community service agencies in this suburban and neighboring metropolitan area request and receive needed volunteer help from senior high school students for a minimum of nine consecutive weeks. In local grade schools, the students tutor children individually in basic elementary school subjects and serve as teacher aides. In local hospitals they volunteer in the admitting offices, physical and speech therapy wards, and in the division of patient transport. They also serve as orderlies and nurses' aides. Others assist the medical personnel and patients in the spinal ward of a veteran's hospital, assist with the individual therapy of young children in a crippled childrens' home, work as police aides in a local police department, befriend and help the elderly residents of several nursing homes, and individually tutor educable mentally retarded and deaf children in several private institutions. Over half of the student volunteers continue their commitments for an additional nine to 18 weeks.

BENEFITS TO STUDENT VOLUNTEERS

Students reinforce their humanities studies through practical service in the community and are exposed to

people, issues, and ideas that kids would not encounter as part of ordinary classroom experiences. They begin to value the concept of learning in other than school situations and to appreciate their own abilities to cope with real life situations. They develop new insights into their own behavior and attitudes towards other people. They gain a better understanding of the relationship between the individual and the community and begin to identify their own roles within the community.

RATIONALE AND ORIGINS OF THE PROGRAM

Faculty members of the high school's social studies department designed a volunteer practicum and seminar course as one of 10 electives, taught on a quarterly basis, in a year-long humanities curriculum for seniors. The curriculum, built around the theme of decision-making, provides high school seniors with a variety of practical and theoretical experiences that help prepare them for real life situations. Each of the elective courses provides the students, through readings, lectures, films, and group discussion, with a diversity of opinions and points of view on a particular topic. At the end of each course, the students synthesize what they learned in class and develop a position paper in which they state and support their own opinions on the topic studied. With the exception of the volunteer quarter, the courses offered change according to student and teacher interest. Typical courses offered in the humanities curriculum are basic psychology and sociology, aesthetics, crime and delinquency, contemporary roles of the sexes, religion, power, American minorities, futuristics, thanatology, and creative social criticism.

The volunteer quarter provides the students with personal experiences in the community. They are able to test their classroom learning, identify their individual and community roles and responsibilities, make and act upon their own decisions, and begin to develop a sense of community service and a practical understanding of the world around them.

The social studies teachers also drew up some basic principles regarding operations and responsibilities involved in the volunteer quarter.

One teacher is solely responsible for the coordination and teaching of the volunteer program and seminars each quarter. This position is rotated among three teachers each year.

The volunteer elective is offered in all but the first quarter of the school year. During this first nine week period, each of the humanities teachers devotes a portion of classroom time to a general introduction,

orientation, an explanation of community institutions and services, and a description of the volunteer program. Late in the quarter each teacher meets individually with students who indicate an interest in volunteering. They help the students determine where they might volunteer and begin making preliminary scheduling arrangements.

Each student is responsible for determining where he would like to volunteer and the type of volunteer activity in which he would like to participate. The teachers are responsible for deciding which students are capable of assuming volunteer responsibilities and which are not. This is based on their observations of the students in the first quarter classes.

In the first year of this program, the faculty selected three of their members to be responsible for developing community resources and making student and agency arrangements. The three teachers contacted 25 local community institutions, and all agreed to participate in the program. Most of the participating institutions the first year were in the suburban community in which the school is located. They included several elementary and pre-schools, hospitals, a society for crippled children, and several homes for the aged.

A private metropolitan volunteer placement center, which had recently developed a program to provide area high school students with community service and learning experiences, offered its services for the second year of the program. Since that time, the senior humanities faculty have worked with this organization in placing students in metropolitan community agencies. As a result of this organization's assistance, both students and community agencies have benefitted from a wider variety of volunteer resources and services.

HOW ARRANGEMENTS ARE MADE

During the first quarter of the school year, the students are required to take a regular class course in humanities. This gives the humanities teachers time to get to know the students in their classes, to assess which students they feel are capable of undertaking volunteer responsibilities, and to orient students in the nature and needs of community institutions. Orientation generally consists of slide shows depicting students involved in community service work and class discussions of the activities students have undertaken in the past. The students have time in this first quarter to familiarize themselves with the basic field of humanities, determine their particular areas of interest, and explore volunteer options.

Students who wish to volunteer must arrange to meet individually with their humanities teacher by the sixth week of the course. These meetings give the teacher and each propsective student volunteer a chance to discuss the student's interests, the kinds of volunteer activities he or she would like to be engaged in, and the places where these activities could best be pursued. They discuss the student's reasons for wanting to volunteer and for selecting a particular type of activity. Students who have not sufficiently thought out their reasons for wanting to undertake volunteer responsibilities are discouraged by the teacher from enrolling in the volunteer quarter. It is suggested that they reapply later in the year.

During these meetings, the teacher reviews each student's class schedule and arranges a tentative volunteer time twice a week and a weekly seminar meeting. He then gives the student a project proposal form. This is completed by the student, signed by the parents, and returned to the teacher within the week. This form, designed and given to the school by the volunteer placement center, requests information similar to that discussed by the student with his humanities teacher. The student must describe the kind of volunteer activity he would like to participate in and defend his reasons for selecting this particular activity. He must explain how

he intends to evaluate his progress as a volunteer, describe any related experience he has had, and provide information on the times he will be available, his intended mode of transportation, and his ability to transport other students.

Once the humanities teachers have met with the prospective volunteers in each of their classes and collected all of the project proposals, they review each volunteer with the humanities teacher designated as volunteer coordinator. The volunteer coordinator then meets with the staff of the volunteer placement center, discusses particular students with them, and gives them the students' project proposals. The bulk of administrative and scheduling arrangements are made by the staff of the volunteer placement center over a two-week period at the end of the first high school quarter. The staff of the center matches the student's interest and volunteer job requests with the job descriptions for volunteers which they have received from over 500 community agencies. Copies of the students' project proposal forms are then sent to the community agencies where students have been tentatively assigned by the center staff.

The volunteer placement center staff sends an agency assignment and an explanatory letter to each of the students enrolled in the program. The letter includes a list of procedures required of each student.

He must make an appointment for an interview with the designated contact person immediately upon receipt of the volunteer assignment. The purpose of the interview is to establish a relationship with the agency personnel; to coordinate schedules with those of the agency; to discuss and determine volunteer responsibilities, agency expectations, policies, procedures, and dress requirements; and to meet the immediate supervisor with whom the student will be working.

He must notify the school and the placement center if he does not feel he can undertake the assignment, wishes to change the assignment, or is unable to complete it.

The students are also encouraged to take the initiative in their volunteer work, to ask questions, and to discuss problems with their agency supervisors.

Once the students have agreed to their volunteer assignments, each community agency in which a student

has been placed receives a letter of confirmation from the volunteer placement center. Included with the letter is a list of guidelines for working with the student volunteers:

- Agency personnel (usually the director of volunteers) are asked to discuss the agency's needs and the student's interests and expectations with each student in a personal interview prior to the start of the activity.

- It is recommended that agency personnel orient the student volunteers to the history, purposes, and objectives of the agency; define the agency's role in the community; and explain agency policies, procedures, and regulations, especially those that relate directly to the student such as safety, types and uses of equipment, parking facilities, dress, and the relationship of the staff to their clients.

- Agency staff are asked to introduce the students with whom they will be working and introduce any other staff who may be able to assist them in carrying out their volunteer responsibilities. They are to assign the students to the immediate supervisor in the area where they will be working.

- In-service guidelines include a recommendation that agency staff be encouraged to aid ans support the students continually in carrying out their responsibilities. They are asked to show a personal interest in the student and make him feel important to the organization. They are expected to make constructive criticisms when appropriate and praise the student's work when warranted. In-service training is recommended to help the students better understand and carry out responsibilities.

- When problems arise that the supervisor or other agency staff are unable to work out with a student volunteer, they are asked to contact the volunteer placement center and the high school volunteer coordinator.

In addition to the role played by the volunteer placement center, the high school humanities department insists on continual agency contact and follow-up by the

volunteer coordinator. Toward the beginning of the volunteer quarter, the coordinator visits each of the agencies in which students are volunteering, meets the administrators and the students' supervisors, and explains the purpose of the high school humanities volunteer quarter. Emphasis is placed on the importance of the experience to the students' growth and learning. There is a similar meeting later during the quarter. These visits provide agency personnel with a direct contact at the high school, help to reinforce the agency's participation in the program, and lend support to the volunteer supervisors. The students also benefit from these visits. The fact that their teacher is interested in what they are doing outside of school is demonstrated by his visits to the community institutions. The teachers have found that these visits help the students talk with them more freely about their experiences and the people they work with.

HOW THE COURSE FUNCTIONS

The volunteer quarter is offered in each of the last three quarters of the school year to reinforce what students have learned the first quarter. Often students who have taken a particular humanities course choose later to extend their learning to the community through related volunteer activities. For instance, several students enrolled in a humanities course on crime and delinquency became interested in the causes and prevention of crime. During their course they wrote project proposals offering to volunteer in a local police department as police aides. Their proposals were accepted by the humanities faculty, and in the following quarter, the students began to learn first hand about different types of criminal cases, criminal treatment, crime prevention, and law enforcement through their volunteer work in the local police department.

Similarly, several students enrolled in a course on play, studied the psychology and types of play commonly engaged in by people at different ages and stages of development. In class they explored the meaning of play, participated in play activities using children's toys and games, and discussed their reactions to conscious participation in these activities. The following quarter, these students volunteered in local elementary and pre-schools where they directed children in play and applied the knowledge of play behavior they had gained in their course.

Conversely, students who volunteer in one quarter often elect in the next quarter to take humanities courses directly related to their volunteer experiences. For instance, a student who volunteers in a home for the aged may subsequently enroll in a thanatology course to better understand the fear of death common to old people. Students who have volunteered in inner city grade schools may enroll in a course on American minorities to better understand the culture of many of the children they have worked with, or they may enroll in a psychology course to learn about the different phases of child development. Regardless of the course students elect to take following their volunteer quarter, they are expected to share

their volunteer experiences with their classmates and to relate these experiences to the topics studied. They may relate these verbally to the class at different times during the course, or they may relate them to homework or special project assignments.

Students enrolled in the volunteer course must volunteer at least four hours a week. Most students volunteer in two-hour blocks of time, twice a week, during their free class time. Once a week, for the equivalent of one class period (about 40 minutes), each student meets in a regularly scheduled seminar with a teacher and four or five other students involved in similar types of volunteer activities. Students who volunteer in homes for the aged meet together and students who work with young children or in institutions for the emotionally and mentally disturbed meet in common sessions. Students whose schedules do not permit them to attend the seminars meet individually with the volunteer coordinator at a designated time each week.

The seminars are designed to provide maximum reinforcement for each student's volunteer experience. This is accomplished through process learning and peer counseling. The humanities faculty believes that these affective learning methods provide the best means for reinforcing the students' service experiences and directing their personal growth and learning. The seminar sessions are structured to meet the spontaneous needs and observations of the students and to provide each student with feedback from the teacher and other seminar students. The major responsibility for learning is placed on the students. Class participation is continuously encouraged by the teacher. This is intended to help the students become more sensitive to others and more aware of opinions that differ from their own.

The course teacher serves as a facilitator. He directs each seminar session according to the needs, interests, and particular problems of the students. He encourages the students to express their experiences and feelings and to listen and become aware of feelings and points of view of others. He guides the students in thinking through their feelings and observations and helps them come to new learning realizations on their own. He provides support to the

students' views, and attempts to broaden their perceptions of reality by suggesting alternative positions. He offers new approaches to solving problems that the student volunteer encounters.

Books, homework, and instructional materials are used only as they benefit the students individually or as a group. Individual assignments are given each week according to the teacher's assessment of each student's particular learning needs.

The volunteer journal is the students'thought piece and record of volunteer and seminar activities. The students are expected to make a dated entry each time they volunteer. They are asked to record what they did that day, tell who they worked with, and discuss any problems or highlights of the day's activities. The journals provide the teacher with a means of gauging each student's progress and spotting any problems. They also serve as a resource for individual counseling and instruction and suggest to the teacher topics for class discussion.

Weekly seminar sessions follow a common format. The teacher reviews each student's journal and individually discusses the entries of the preceding week. The students take turns sharing their experiences with their classmates. Finally, the teacher directs class discussion to topics related to questions, problems, and comments made by the students in their individual reports. At some time during the session, the teacher makes individual homework assignments. Most often these involve the students writing in their journals about different aspects of their volunteer experiences.

Process learning (helping a student think through the various steps of a problem) is frequently used in the seminar sessions. The process of working out a particular problem or of reassessing a particular attitude may take several weeks. Typically, a student involved in the process works on it in class and on his own time through reading and through the recording of personal thoughts, ideas, and observations in the journal. Two examples of students benefitting from this learning approach are:

- A student who volunteered at the crippled children's society stated in seminar that the director of the society hated the crippled children because she refused to help them. Under the teacher's guidance, the student

and her classmates discussed possible reasons for the director's behavior. Following class discussion, the teacher asked the student to observe the director's behavior and relationship to the crippled children and to record her observations and her feelings about the director with her classmates. After several weeks had passed, the student admitted that she had been mistaken in her judgment. She concluded that the director loved the children and demonstrated this in refusing to let them depend on her. She wanted them to learn to accept their handicaps and become self-sufficient.

- Another student, who taught basic development skills and personal care to educable mentally retarded children, commented in seminar that she "felt sorry for the children." She was encouraged by her classmates to think through her comment and to try to better understand her own attitudes and behavior. Each week for over a month the student recorded her feelings in her journal and shared these with her seminar classmates. She went through several steps before developing new realizations about her attitudes, but finally she commented on the friendships she had developed with the children. She no longer felt sorry for them but was confident of her ability to work with them.

Seminar topics frequently stem from remarks made by the students and commented on by the teacher. For instance, two girls who tutored elementary school children asked to extend their volunteer acitivities for another quarter. The teacher asked them to describe what tutoring primary grade children meant to them and to explain to the class what they and the children were learning from the experience. The two students were forced to re-examine the meaning of their tutoring experiences and their reasons for wanting to continue. The class then discussed the meaning of tutoring young children and the merits of providing volunteer service. To reinforce this type of general class discussion and to encourage the students to begin developing their own opinions, the teacher asks them to express their feelings in their journals and to share these with their classmates during the next session.

HOW THE PROGRAM IS EVALUATED

In their seminar sessions, the students discuss their experiences of the past week, relate the highlights and problems of their experiences, and share with their classmates their feelings and attitudes about the people with whom they work.

These weekly sessions give the course teacher and the individual students an opportunity to evaluate their progress and to assess their strengths and weaknesses.

Weekly volunteer journals are kept by all of the students. The teacher reviews each student's journal every week, evaluates progress since the last meeting, and discusses this with the students. By the end of the volunteer quarter, each student has a record of his personal growth, changes, and learning, as described in the journal.

The students are graded from A to D on the basis of:

- Regular attendance and active participation in weekly seminars.
- Regular attendance at their volunteer placements. This includes notifying the course teacher and volunteer supervisor of expected absences.
- Maintaining a volunteer journal and making regular entries after each period of volunteer service.
- Doing individual homework assignments and recording these in their volunteer journals.

Each time the volunteer coordinator visits the participating community institutions where students volunteer, he meets with the administrative staffs to discuss and assess the overall volunteer program and with each student's volunteer supervisor to determine the student's progress and contributions to the organization. Occasionally he observes student volunteers at work. More

often, he observes the atmosphere of the agency and the working relationships of the people within the agency. He shares and discusses these observations with the students during their seminar sessions.

At the end of the volunteer quarter, the teacher gives the students a written evaluation form to complete in class. The students are asked to answer the following questions:

Where did you volunteer? Who was your supervisor? Did he or she provide you with adequate support and assistance?

Were you given adequate support by the humanities volunteer teacher? If not, why? In what ways could the teacher have been more supportive and helpful?

Did you find the seminars valuable? Why? How could they be improved?

Did you turn in all assigned work?

Would you recommend the project to other students? Why? What recommendations do you have for future students?

The teacher sends an evaluation form to each of the participating community agencies. Agency administrators or student volunteer supervisors are asked to evaluate the program generally and the work of the individual student volunteer specifically. They are asked to comment on their impressions of the agency support received from the high school teacher and to suggest ways in which the school-agency relationship might be improved. They are asked to describe services student volunteers might offer and define ways in which students can be most useful.

The local volunteer placement center also sends an evaluation form to the participating community institutions at the end of each quarter. These request an overall program assessment and are used by the center to identify problem areas and to determine the nature and extent of contributions made to community groups by student volunteers.

BEHAVIORAL SCIENCE STUDENTS PROVIDE A RANGE OF COMMUNITY SERVICES

THE SCHOOL

A rural regional school for 850 children in the fifth through 12th grades from a five-town area.

THE COURSE

Teachers of a year-long behavioral science course for high school juniors and seniors have incorporated volunteer tutoring and community service work into the curriculum as a means of exposing the students to a variety of meaningful human experiences that reinforce their study of sociology and psychology.

BENEFITS TO THE COMMUNITY

In several elementary schools student tutors work individually with children who need help in basic subject areas or who are in special remedial education classes. Other student volunteers provide companionship and personal services to residents of several local nursing homes, and they assist youngsters in an orphanage for the mentally retarded in learning basic self-help and personal care habits. Through class-initiated community service projects, the students play a major role in organizing and running local bloodmobile drives, organizing and conducting yearly toy drives for needy children, and providing other short-term community services.

BENEFITS TO STUDENT VOLUNTEERS

The student volunteers begin to recognize and realistically assess their own capabilities and to develop sensitivities to the needs of children, the mentally retarded, and the elderly with whom they work. Tutoring gives the students a chance to work within a school structure different from their own, to appreciate and develop teaching skills, and to understand the phases of child development. The students' volunteer experiences help them develop a sense of self-awareness and identity in terms of their relationships to the community. These volunteer activities provide them with a practical and meaningful extension of their classroom learning in behavioral science and often help them to define their own college and career directions.

RATIONALE AND ORIGINS OF THE PROGRAM

The behavioral science volunteer program grew out of a student-to-student aid program within the regional school in which the high school students, under the direction of the school's guidance department, tutored the grade school children having trouble with certain subjects.

Several years ago the principal of a nearby elementary school asked the director of guidance at the regional school for tutoring assistance for children in his own school. The regional school's director of guidance and his associate taught different semesters of a year-long behavioral science course for high school juniors and seniors, and at the time of the request, were exploring ways to reinforce the students' classroom learning with practical community experience. They were impressed with the positive effects of the high school's in-school tutoring program on the growth and learning of both tutors and tutees, so they welcomed the opportunity to extend this experience to another school. They set out at once to re-design their curricula to incorporate an optional volunteer service. They made arrangements with the principal of the elementary school to begin a cooperative volunteer program the following fall, and they began to explore the interests of other institutions in receiving services of student volunteers. These investigations included a nursing home, an orphanage for the mentally retarded, and a local kindergarten. They presented the idea to their regional school principal, and received permission to schedule a free hour for students in the behavioral science class. These free periods provided time for student volunteer services during school hours without conflict with other classes.

Most of the students in the behavioral science course have chosen to volunteer as tutors in the local elementary school. The principal of that school has played a key administrative role in the program and has acted in a liaison capacity to bring together his own students and teachers and those of the regional high school.

HOW ARRANGEMENTS ARE MADE

Preliminary program and volunteer arrangements are made each spring following an all-school assembly in which students register for the next year's classes. Each student who registers for the behavorial science course meets individually with the director of guidance, who is the chief administrator of the volunteer program, to design a schedule that will accommodate the course requirement of a three hour block of time twice a week. During these meetings, students indicate whether or not they are interested in volunteering as an optional course. The director of guidance determines which students have cars and will be able to transport other student volunteers to the service agencies.

Following his meetings with the prospective behavioral science students, the director of guidance makes a master list of the students who plan to volunteer, their means of transportation, and their class and volunteer schedules. Letters requesting permission for prospective student volunteers to leave the school grounds and travel in student driven cars are sent to the parents.

Scheduling, transportation, and agency coordination arrangements are finalized by the director of guidance during the first three to four weeks of fall classes.

Orientation

During the first two weeks of class, the teacher talks to the students about the kinds of volunteer activities students have provided the community in the past. The students discuss other volunteer possibilities and indicate whatever particular interests they may have in agencies not yet receiving student volunteer help.

A class period also is spent discussing and making specific arrangements for tutoring as a volunteer activity. The director of guidance discusses the technical aspects of the program with the students and answers whatever questions they have on volunteer procedures, responsibilities, and obligations. The principal ex-

plains the history of the cooperative tutoring program, the roles and responsibilities of student tutors and supervising classroom teachers, and the kinds of problems some of the grade school children have. He distributes a manual to each of the students outlining specific aspects of the program. This serves as a guide for further class discussion and includes information on particular student tutor responsibilities. It suggests various teaching and interpersonal approaches to working with the children, outlines the procedures to be followed by the tutors on each volunteer day, and lists additional activities in which tutors may become involved.

General Meeting for Volunteers

All students who choose to participate in the behavioral science volunteer option (about 75 percent of the class each year), meet with the guidance director and indicate where they want to volunteer. Individual student schedules that were prepared by the guidance director the previous spring are reviewed, and final schedules and transportation arrangements are made. The master volunteer list is revised and sent to the administrator in charge of volunteers in each of the community service agencies where students will be serving. Students begin their volunteer work during the fourth week of the course.

Agency Supervision of Volunteers

Student volunteers report to and are supervised by a designated agency administrator in each of the locations where they work. In agencies like the orphanage for mentally retarded children and the nursing homes, the staff director of volunteers is directly responsible for the student volunteer job assignments. He works out any problems that arise either with the volunteer or with the behavioral science teacher. In the local elementary schools, classroom teachers serve as supervisors. Teachers needing tutoring assistance for their students must apply in writing to participate in the program, and they must demonstrate in a personal meeting with the school's principal that they agree with the program's philosophy of mutual help and

learning. On each day that a student tutor works with a class, the teacher is expected to prepare written directions indicating which children the tutor is to work with, what kinds of problems the child or small group of children are having, and what materials should be used. The tutor must review the materials and follow assignment directives. When he is finished he must indicate in writing how the student progressed, what problems arose, and what additional help may be needed.

Monthly Volunteer Meetings

During their initial group meeting with the director of guidance, the students decide on a time when they can all meet as a group each month. During these monthly meetings, held during school hours, they review their volunteer experiences, discuss and work out individual student volunteer problems, and assess the success of the program. Each student evaluates verbally his own progress and discusses what he has learned as a result of the experience. These meetings provide students with useful peer counseling, and the director of guidance gets an idea of the progress of each student and problems that may exist in the schools or agencies.

Meetings of Student Tutors

Students who tutor in the local elementary school are periodically convened by the school's principal to discuss the program, air criticisms, and offer suggestions for improvement. This gives the tutors an opportunity to discuss with a third party the problems and frustations they may be having with the grade school children or with the supervising classroom teacher. The elementary school principal holds similar periodic program discussion meetings with the grade school teachers, and he reviews tutoring activities at weekly faculty meetings.

HOW THE COURSE FUNCTIONS

Behavioral Science is a full-year course that includes one semester of sociology, one semester of psychology, and a short introduction to anthropology midway through the second semester. Each semester of the course is taught by a different teacher. The teachers handle the coordination of the classroom work with the volunteer component. Both of the teachers are part-time faculty guidance counselors. The psychology teacher, who is director of guidance for the school, serves as chief administrator for the volunteer program. Students are encouraged but not required to take the full-year course as a social study elective for a total of 2 credits.

Throughout the year, behavioral science classes meet from 9:30 to 11:00 a.m. twice a week. Students who choose to volunteer are released from this class once a week during the school year but are responsible for all class work they miss while doing their volunteer work.

The course is designed to familiarize the students with some of the standard works and thinking in the various behavioral science disciplines and to provide them with a general experiential and theoretical overview of the field of human behavior.

Sociology

During the first semester, Sociology is a loosely structured course designed to expose the students to a wide variety of social situations and human relationships. It encourages student participation and exploration. Through short and long-term community-based service projects, it orients the students to community needs, familiarizes them with people in the community, helps them to develop their own self-confidence, and heightens their sensitivity to themselves and people around them. It generally prepares them for the long-term eight-month volunteer commitment in one of the community agencies.

This introductory course emphasizes learning in the affective domain, and encourages class participation and discussion, individual student learning and research, and individual and class service projects in the community. The teacher, who serves primarily as a facilitator, places the major responsibility for learning on the student. The course content is loosely divided into six units of study.

° Unit one - What is Sociology--This unit introduces the students to the study of sociology during the first two or three weeks of class. It provides them with some knowledge of the various related theories, methods, and practices of the discipline. It lays the cognitive groundwork for the course.

° Unit two - Culture, the Product of Group Experience--During this section of study, the students learn about the meaning of culture, cultural variations and values, and social control.

° Unit three - The Group and the Individual--The students learn about individual human development and behavior personality determinants, methods of satisfying psycho-social needs, and causes and types of collective behaviour.

° Unit four - The Role of the Regional School--Students examine the role of their school in the community, its social impact and influence, and its effects on the psychological and social development of the students.

° Unit five - How Society is Organized--This unit includes an examination of social processes, the role of communication in society, social class systems, and social institutions.

° Unit six - Problem Areas in Contemporary Society--Students discuss the role and relationships of family life in contemporary society and learn about various contemporary problems such as crime, urbanization, and the problem confronted by American minority groups. They are also introduced to several contemporary disciplines such as demography, gerontology, and conservation.

The units of study are primarily significant in terms of the questions they elicit from the students

and in the ideas, structures and focal points they provide for class discussion and individual exploration. Each unit is introduced by the teacher with a one or two-day lecture depending on the needs and interests of the class. Students share their volunteer experiences with classmates during the class sessions.

The first unit of study, "What is Sociology?" is one of the most crucial. In addition to laying the theoretical groundwork for the course, this unit also provides the students with an introduction to the relationship of sociology to the other behavioral science disciplines they will be studying. It emphasizes the importance of applying this learning to real life situations.

On the first day of class, the sociology teacher gives each of the students a list of major course objectives. These include having some knowledge of the various problems in contemporary society, understanding and being sensitive to man's basic psychological needs, and being familiar with the cultures and lifestyles of various American minority groups. The relationship of the students to the community is discussed at this time, and the teacher mentions the possibility of the students providing long term volunteer service to a community institution for a semester or the entire year.

The teacher explains the types of volunteer activities undertaken by students in previous years. He asks them to begin thinking about activities in which they would like to participate and encourages them to initiate new and interesting volunteer activities. As a result, students come up with new areas of interest for the class. Recently, one student, concerned about the isolation and problems of the elderly, discussed this in class and then made arrangements to volunteer in a local nursing home, thus opening up a new volunteer opportunity for his classmates.

During the next few days, the class discusses the meaning of community and the significance of and rationale for volunteerism. These discussions

are followed by presentations by the school's director of guidance and the principal of a local elementary school. The guidance director talks to the students about the procedures involved in the behavioral science volunteer program, stresses the importance of student volunteer obligations, and answers questions concerning the agencies in which students have volunteered in the past. The principal of the elementary school then describes the kind of responsibilities student tutors have to teachers and children in his school and the needs many of the children have for remedial tutoring help. He makes a personal appeal for students to volunteer at the elementary school.

Short Term Projects

Volunteer work in agencies and schools constitutes long-term projects, but early in the course the teacher encourages involvement in short-term community projects for three reasons: (1) to expose the students to various types of social institutions and people and to various types of social services; (2) to provide them with a real taste of community service work prior to the long-term volunteer commitments, which approximately 75 percent of the class undertakes and (3) to help them develop a sense of confidence in themselves and in their abilities to provide needed services to others.

Short-term projects often evolve spontaneously from class discussions. Although the types and numbers of projects vary from year to year, two repeat projects are a Christmas toy drive, in which students advertise, collect, and refurbish the toys and distribute them; and a blood drive which is completely organized, advertised, implemented and followed up by students during the first month of the course.

Typical activities involved in initiating and developing a short-term project such as a blood drive include:

° Class Discussions--As part of a discussion on the meaning of life, the teacher may steer the students into a discussion of the physical qualities impera-

tive to life, the role of blood in giving and perpetuating life, and what it means to need blood. The students relate their own experiences with people they have known who needed blood. The discussion is then directed to responsibilities citizens have to persons with this need.

If a class decision is made to assist in the organization and coordination of a blood drive, the teacher suggests a list of activities necessary for success. The list includes the development and dissemination of publicity, the coordination and timing of a drive with the local Red Cross Chapter, transportation arrangements for community residents who are housebound, recruiting volunteer workers from the community and providing babysitting and food services to donors during the drive.

° Preparation--Students volunteer work on activities according to their particular interests and talents. During the two-week preparation period, students on their own time make posters and distribute them in the community. They contact the local radio stations, and they place ads in the local newspaper. Other students recruit community residents on the street or make door-to-door contact. Others work out the administrative arrangements for the drive, acting in connection with the local Red Cross representative.

° Implementation--The students are largely responsible for running the blood drive. They provide transportation, register donors, take care of donor's children, and do on-the-spot recruitment. The only activity not participated in by the students is the medical aspect, which is the responsibility of Red Cross doctors and nurses.

° Class Follow-Up--One or two class periods following the drive are decoted to a discussion of what the students learned from the experience. The students relate their impressions, talk about the people they met and interviewed, and explain what they understood to be the meaning of life for them. The teacher directs the conversation in ways that will help the students understand the importance of their contributions to the community. This kind of student involvement

in the community early in the year helps the students develop a strong sense of community service commitment and a knowledge of how to cope better with later long-term volunteer commitments.

Student Reports

Each student is required to prepare three reports that in some way relate to human behavior and to present these to the class. Students choose their own topics and medium for presentation and determine their own schedules for class presentations. The teacher approves the topics and schedules individual meetings with students. The students can choose to report on three aspects of the same topic or on three separate topics. These topics often relate directly to the student's volunteer experiences.

For example, one student who volunteered in an orphanage for the mentally retarded presented reports on three stages of her work with a mentally retarded six-year-old. Each report included information on the changes in her growth and learning as a result of her experience.

The student's first report told the class about the child, the kind of disorder the child suffered, and the kinds of problems and potential abilities the child possessed. She then explained how she planned to help the child , what she hoped to accomplish with him, and the methods she would use in working with him.

In her second report, the student provided the students with a visual image of the child by means of snapshots she had taken at the orphanage. She discussed the method ot behaviour modification she was using to teach the child proper eating and self care habits and the successes of this method for this particular child. She involved the class in a discussion of their reactions to the pictures of the child, telling them how she had first felt when she met the child and how her feelings about the child had changed after working with him for several weeks. The students discussed their own reactions to the pictures and their attitudes toward

the mentally retarded. The student volunteer then relayed to the class what she had learned from the use of behavioral modification techniques since the beginning of her volunteer activity.

The student's third report involved bringing the child into the class for a brief visit and later leading a class discussion on the students' reactions to the child.

Course Materials

Course materials consist primarily of recommended readings plus a college level text, Introduction to Behavioral Science and Inquiry Approach; Edward Fenton Series; Holt, Rinehart, and Winston, 1969.

The text is reviewed as a class project for one week immediately following the introductory study unit. The teacher gives each student a copy of the text on loan for one week to use as their part of the project. He divides the class into ten teams, appoints a captain for each team and assigns one chapter to each team. The team members select a sub-chapter to read and report on verbally and in writing to their team captain, using his team members' reports, presents a comprehensive overview of his team's chapter to the class. Each chapter presentation is followed by class discussion and questions. In this way, approximately 10 chapters are covered in one week. The teacher feels that this method of reviewing the text provides the students with an overview of many sociological problems, helps them to identify particular areas of interest, and motivates them to learn more about the areas in which they are especially interested. About half of the students in the class ask to keep the texts until the end of the year.

In addition to the suggested reading list the students receive at the beginning of the year, they are each encouraged to read, research, and report to the class on their own areas of interest.

Psychology

Psychology, the second semester of the behavioral science course, is a more tightly structured course. It places less emphasis on the community and volunteer needs, and more on the nature, behavior and development of people within the community--particularly the kinds of people with whom the students are working as volunteers.

The course is designed to reinforce what the students have learned during their semester of sociology and have experienced through short and long-term community service projects. It provides them with a more in-depth study of human development and behavior. More emphasis is placed on rote learning and on the students' fulfillment of course requirements. The course is conducted and the students graded on the basis of a class contract agreed to by the teacher and the class at the beginning of the semester. The contract is based on what the students as a class decide they are most interested in studying and on the individual fulfillment of requirements. Requirements include the preparation and completion of oral and written reports in psychology and anthropology and the completion of mid-term and final exams. An independent written experiment is also required.

During the first week of class, the psychology teacher explains the contractual arrangement to the class and gives the students a list of possible topics to study as the major part of the course. The teacher describes the nature of each possible topic, and the students discuss ways in which each might be approached. This method of presenting topics gives the students a general overview of different aspects of psychology and provides them with a base from which to choose the areas in which they are most interested. Often, the areas of interest to the students reflect problems they may be facing or people they may be working with in the community agencies. For instance, students in a number of classes have been interested in learning as much as possible about the different phases of child development. Others have been particularly interested in group dynamics and the behaviors of the mentally retarded.

The structure of the class and the sequence of areas studied is largely determined by the interest of the class. The teacher combines his role as class facilitator with that of classroom teacher by covering as many

basic factors in psychology as possible. The areas covered at various times and in varying orders during the semester include:

° Nature of Psychology--This is an examination of the main schools of psychology.

° Methods of Studying Behavior--The teacher discusses the various methods used in studying behavior and explains how one or a combination of these scientific methods can be used by the students in developing their individual research reports and projects.

° Development of the Individual--Heredity and environment, the maturation process, and the development of individual differences are explored.

° Growth and Development--Students study development from birth to the first year, Piaget's stages of growth, and theories on the development of personality and emotions.

° Adolescence--The transition from childhood to adolescence, the physical and intellectual development, and changes common to adolescence are studied.

° Personality and its Assessment--This explains the meaning, development, and classification of personality.

° Freud's Theories--This is a basic introduction to Freudian theory and sometimes leads into discussions of the Freudian theory of personality, the study of dreams, and the history and practice of psychoanalysis.

Methods of Instruction

Heavy emphasis is placed on class participation and the integration of volunteer experiences with discussions of related topics. There are also lectures and field trips to local homes and schools for the mentally retarded and emotionally disturbed. Films are used to reinforce particular topics. They are procured primarily from the film rental library of the National Association for Mental Health. Among the

better films are:

People Who Care--This depicts modern treatment of the mentally ill and new careers in mental health.

Angry Boy--How a second grade class is affected by a child who vents his emotional frustrations by bullying other children.

The Teens--The normal behavior of three teenagers from middle class American families and the relationship each has with his parents.

A text, Psychology; Its Principles and Applications, by T. L. Engle, is used to supplement topics discussed in class.

Student Projects and Reports

Students are encouraged to do outside reading on topics that particularly interest them or have direct bearing on their volunteer work. Students report on these outside readings and research at times individually scheduled with the psychology teacher. One student who was tutoring a primary school youngster in reading and phonics wanted to learn how to improve her skills, her knowledge of phonics, and her teaching methods. After reading and research, she presented a series of oral reports to the class and a written report to the teacher analyzing the problems her tutee was having in learning to read phonetically. She reported on the child's progress during the course of the semester, and described the ways in which she challenged his potential. In her progress reports to the class, the student tutor talked about her research findings, discussed those methods she found most successful in working with her tutee, and related ways in which she had benefitted from the experience. She explained that she had realized the need to adapt her teaching methods to each particular student and the need for creative approaches to learning when working with young children.

Often students present class reports on books they have selected from a recommended reading list given to

the students by the teacher at the beginning of the semester.

Introduction to Anthropology

Midway through the semester of psychology, the students are given a brief two or three-week introduction to the field of anthropology by the school's anthropology teacher. This is included to round out the student's understanding of the various disciplines of behavioral science, and reinforces their learning in sociology and psychology by providing them with a broader understanding of the impact of culture on individual and societal development and behavior. Topics touched on in class lectures include the basic concepts of culture, the differences between Western and primitive civilizations, cultural diversity and integration, and norms, deviations, and patterns of behavior.

HOW THE PROGRAM IS EVALUATED

As part of their classwork throughout the year, students are encouraged to continually share their volunteer experiences. This gives them a chance to assess their progress and determine what they have learned as a result of their volunteer activity.

In monthly volunteer meetings with the director of guidance, the students share their experiences with the other student volunteers in the course, receive useful peer counseling and feedback, and determine their individual strengths and weaknesses. These meetings give the guidance director an opportunity to evaluate the progress of each student and to identify problem areas such as the misuse of volunteers by some agency administrators. The director keeps abreast of the program from the agencies' standpoint through regular phone contacts and personal visits with their staff.

The students' final grades in behavioral science are determined entirely by classroom attendance, interest and dedication at the agency where they volunteer, and the extent to which they integrate their class and volunteer work.

At the end of the year, the regional school's guidance director reviews the report cards and standardized tests of the children who have received tutoring help. In past years some tutored youngsters have improved their basic skills by several grade levels.

HEALTH COURSE HAS A VOLUNTEER OPTION

THE SCHOOL

A large high school for students in grades 10 through 12, located some 35 miles from a large city.

THE COURSE

A "Learning Through Service" program is an optional part of a 20-week health course taken by all high school juniors. This program provides students with the opportunity to volunteer after school hours and on weekends in hospitals and health agencies in the county area.

BENEFITS TO THE COMMUNITY

For at least four hours a week, student volunteers provide assistance and companionship to residents of several nursing homes and assist in hospitals for emotionally disturbed and handicapped children. Some students work with an ambulance corps where they become proficient in first aid techniques; others work with a narcotics guidance council and learn about drugs and what can be done to rehabilitate drug abusers.

BENEFITS TO STUDENT VOLUNTEERS

Working with social services and health agencies provides significant experiences for the students and gives them a better understanding of themselves and others. This initial involvement gives teenagers a heightened sense of their own values. It is satisfying enough to some that they either continue to work part-time after leaving school or pursue a related vocational field as a career. Students have expressed a desire to become nurses, lab technicians, dental hygienists, food management supervisors, and physical therapists. Others who are uncertain of their ultimate choice have the opportunity to become familiar with health related occupations before making a firm commitment.

RATIONALE AND ORIGINS OF THE PROGRAM

One of the high school's health education teachers became convinced that mental rather than physical disease is a leading disabler of Americans. He noted that psychiatrists had never been so busy, that people are finding their contacts with others in turmoil, that the use of drugs is a major problem, and that youth is becoming more alienated and detached every day.

At the same time, the teacher realized that adolescents constantly want to be involved in their own education and wish to escape from the traditional classroom environment into the real world. They search for a meaning in life and want to make significant contribution to the world. As a result, he began to develop the idea of a volunteer program in which students could be involved in community service.

Firmly convinced that the survival of man lies in developing the skills and positive attitudes that can deal with life, he first shared his idea with administrators of his own school and then submitted his proposal for a "learning Through Service" program to the school board. Students could reinforce what they had learned in the classroom by helping the community, but the program would be entirely voluntary. It would involve working with patients in hospitals, nursing homes, mental health institutions, recreation programs, and tutoring activities. The teacher hoped that this involvement would develop the students' maturity, self-esteem, and identity, and would make them aware of the importance of serving others. "Learning Through Service" would, in effect, bridge the gap between student, school, adult, community, and the future.

The program was accepted by the school board, and nine months later, after the necessary preliminary arrangements had been made, the school introduced in into the curriculum as an elective course for which credit is given.

HOW ARRANGEMENTS ARE MADE

Program arrangements are made at the beginning of the school year by the high school's health education coordinator in cooperation with outside agencies and institutions. The coordinator does this by calling or personally visiting a number of agencies and institutions to explain what he would like to do to reinforce the health education that is learned in the classroom. The number of student volunteers needed, how many hours they will spend in service, and such details as transportation are all discussed.

Because of school board regulations, students are not permitted to volunteer during school hours, and all volunteer work must be done either after school or on weekends.

The health education teachers, agency staff, and students all attend orientation meetings at the school. Some of the agency staff bring slides and short films and distribute relevant literature to help the students decide where to volunteer. Having obtained written parental permission to volunteer, and accompanied by a teacher, students visit the agency that interests them. They are interviewed by that agency's representative, and if they are accepted, they sign a card that explains scheduling arrangements and responsibilities, and the agency, the school, and the student all keep a copy of the card.

Throughout the program the health education teachers guide the students and keep in constant touch with the agencies to ensure that both parties get the most out of the volunteer involvement. Sometimes a student discovers that he has made a wrong choice, and that he would prefer to work with handicapped children, for instance, rather than with the ambulance corps. After an interview with the new agency, the transfer is usually arranged.

The health education teachers give the students a handbook which lists the program's goals and the student's responsibilities, and then discuss the handbook with them. The students are told that they must be regular and punctual in their volunteer service, relate their volunteer experiences to classroom work, and try to assess their own development and the value of the work they are doing.

HOW THE COURSE FUNCTIONS

The course has two basic thrusts. It aims at serving the community and at preparing the students to cope with contemporary problems, thus helping them to become more effective citizens. The course objectives are to develop a more stable, mature, and involved student who views himself and his future positively, who is confident in his ability to deal with the world and help improve it, and finally, shows concern for others and can accept and relate to people.

These far-reaching goals are initiated and enriched by developing positive objectives related to the student's personality and interests so that he matures from an adolescent student to a responsible, well adjusted adult.

At the beginning of this health education course, which is a requirement for all eleventh grade students, the teacher asks his students to examine themselves and enumerate in writing their strengths and weaknesses. After these have been discussed, he gives his students a list of "Recommended Guideposts," and these, too, are explained and discussed by the class. Some of these guideposts, aimed at helping a student realize his capabilities, include:

- Making allowances for other peoples' shortcomings.
- Evaluating all personal fears scientifically and willingly, replacing doubt and insecurity with understanding and confidence.
- Trying to rise above the inhibiting annoyances.
- Having beneficial outlets for pent-up emotional energy.
- Learning to make others happy.

In a relaxed atmosphere with the students sitting around a table, the teacher tries to make his class stimulating and genuinely relevant to today's problems. Crime, abortion, suicide, identity crises in children and adults, and the breakdown of communication between people are all discussed informally. By prodding, steering, and asking questions, the teacher encourages the students to state their views and participate fully in classroom activities.

Most of these activities are group-oriented and are followed by discussion and summaries of feelings and findings. Students may discuss a poem on loneliness, an article on heroin babies, or the hypothetical question, "If Hitler asked you to electrocute a stranger, would you? " Lessons are always loosely constructed, but the main theme and the tie-in with voluntary activities is mental health. Students are required to read at least five topic-related magazine articles each month.

The course content includes:

Human behavior	Prejudice
Trust	Respect
Awareness	Values
Body language	Freedom and responsibility
Neurosis	Alcohol
Defense mechanism	You and the law
Mental illness	Exploring marriage
Personality	Psychosomatic health
I. Q. and toys	Controlling others
Motivation	

Decision Making

Because the ability to make decisions is considered important to mental well-being, students learn about the factors and processes that go into decision making. To demonstrate these processes, the teacher divides the class into groups for a variety of games. One of the games is titled, "Who Should Survive?"

Here the teacher tells the class that 15 people are in an air raid shelter, and that they are the only humans left on earth. The external radiation level will not drop to a safe level for two weeks, and food and supplies in the shelter can sustain only seven persons for that period of time. It is the class' task to decide which seven will survive. The teacher then hands the students a list of 15 persons whose ages range from two to 72. They are all of different racial, religious, and social backgrounds. The group decision must be unanimous.

By encouraging self expression and free discussion and not pretending to have all the answers, the teacher tries to show his students that learning can be fun. Constantly seeking fresh ideas and approaches, he respects and appreciates each student as an individual, and they in turn come to class prepared to make things happen and to participate in a meaningful lesson.

Each month the teacher gives the students a written assignment related to class discussions. They may be asked to describe a mature person and tell how they think they can achieve maturity; or they may be asked what advice, if any, they would give their children if they were parents. The teacher might also ask the students to write an essay on, "Would you discriminate against a man because of his height?"

Class/Community Tie-in

The health education coordinator plans his volunteer program so that it ties in as much as possible with classroom activities. In this he has the support of an ever-increasing number of community agencies and institutions that are acting as teaching centers, supplementing book study and classroom hours with practical work. The staff of various hospitals has also joined with

educators in providing opportunities for students who are looking forward to future careers in the health fields.

At area hospitals, the health education coordinator and the agency adviser work closely with the students and see to it that they receive proper credit for their hospital service. For example, classroom learning is reinforced in a hospital lab when the chemistry supervisor explains how a patient's blood chemistry can be studied quickly on the lab's special device, an SMA-12 apparatus. In an inhalation ward, student volunteers are shown how an instrument can help patients breathe more easily, and are then able to assist in its use. A number of students work with an ambulance corps where they learn common emergency practices such as how to stop bleeding, treat shock, and give mouth-to-mouth resuscitation, subjects they have covered only in theory in the classroom.

The volunteers offer their services to more than 40 agencies and schools in the rapidly-growing suburban area. As they make the rounds with a beverage cart in a rehabilitation center, or help nurses in a home for the mentally retarded, they speak to patients and learn communication skills. Younger students, many of whom come from broken or disadvantaged homes, receive personal attention and assistance in remedial reading and physical education and are taught to develop their own learning goals. Student volunteers also visit the aged, assisting them with arts and crafts or perhaps writing letters for those who are blind or arthritic. But the program does not permit clerical or custodial work.

All the agencies involved in "Learning Through Service" express favorable opinions about the program. Most patients appear to gain more from young volunteers than from adults. Older patients rarely come into contact with young people, and the arrival of high school volunteers is often the high point of the week. Younger children often relate better to the volunteers than they do to the teachers.

The program is equally successful with the students themselves. Some students serve more than their 50-hour requirement and decline the course credit to which they are entitled, claiming that they prefer to serve without personal benefit. About half the school's students volunteer for the program and enrollment has increased by 50 percent in the past year.

Volunteer Record

Each student is required to keep a monthly record of his volunteer service. The one-page forms supplied by the school ask the student to describe what he did in his volunteer work and to evaluate the effectiveness of his service to the agency and his own personal gains. Students generally agree that they have gained a better understanding of community problems and of themselves.

Although it is not compulsory, many students keep logs or diaries in which they describe their activities, feelings, and reactions to their accomplishments both in and out of class. The health education teacher usually awards extra points to students maintaining a diary.

Counseling

Meeting in small groups or individually, the student volunteers have bi-monthly counseling sessions with their school health education teacher or, at times, with their agency adviser. The student uses these sessions to share information and discuss his volunteer problems. He is especially encouraged to examine his own feelings and attitudes and to try and understand them in relation to those who receive his services. The student comes to the sessions with a written outline of his experiences, and he is told to emphasize his personal responses rather than give an objective appraisal of his work. Students may ask for additional meetings whenever they feel they need them, even if these do not happen to coincide with the normal volunteer schedule.

Although the volunteer program has had a great impact on the community, with almost everyone benefitting in some way from the students' involvement, the

high school's educators are particularly pleased by the good effects of the program on the students themselves.

For instance, a number of student volunteers who have either beaten the drug problem or been kept away from drugs because of what they had learned by serving in the program, have put their knowledge and experience to use in assisting others. Several high school students have volunteered to visit elementary and junior high schools in the area to inform younger children of the danger of drugs. Since the volunteers are only a few years older than those in their audience, they speak from personal experience and are listened to very closely.

Other students who had consistently received poor grades, although their I.Q.'s were above average, were assigned to teach English to students who spoke only Spanish. It was not long before the students became motivated by their desire to help others. Their interest increased, and teachers were able to identify some of their learning difficulties sufficiently for the volunteers to show a remarkable improvement in their academic record.

As a result of their personal involvement with others, the volunteers themselves were reoriented and directly aided in overcoming their personal problems. They were able to learn a valuable lesson in volunteerism and go on to college and adult life better prepared to serve the community and the society in which they lived. The school believes that this is education in the broadest sense.

HOW THE PROGRAM IS EVALUATED

To accomplish all the idealistic goals of the program, a special grading system has been devised. It gives the student flexibility in choosing his grade, degree of participation, and area of interest.

The purpose of this grading system is to:

- Facilitate individuality. It puts the student on a one-to-one basis with the teacher, thus eliminating the anxiety and stress of competition.
- Develop a sense of responsibility.
- Permit the student to work at his own pace and level.
- Develop a sense of personal and community worth.
- Involve students actively in their own education.
- Extend the educational process beyond the classroom.
- Realize what is relevant to the students' survival and what is not.
- Encourage student-to-student interaction.

Grading System

Grading is based on a total point system as follows:

Grade	Minimum Points
1	110
2	90

Grade	Minimum Points
3	70
4	50
5	0

Based on this point system, the teacher evaluates student progress both informally on a weekly basis and formally twice during the semester, i.e., at mid-point and at the conclusion of the program.

Classroom attendance, for instance, is worth 30 to 50 points, volunteer work 0 to 50 points, and independent study up to 10 points. Keeping a log may earn a student an extra 5 points.

The teacher determines individual student achievement in a variety of ways:

- By the degree to which the student participates and contributes to class discussions.
- By periodic quizzes and tests.
- By written assignments.
- By the extent to which they complete extra credit projects.
- By student's attitude toward the teacher and the agencies with which they work.
- By their ability to relate their volunteer activities to course topics.

Evaluation of Volunteer Service

For volunteer service, the high school's evaluation system is based on counseling sessions which take place twice a month with the student, the health education teacher, and the agency adviser. On special evaluation sheets both student and agency evaluate the effectiveness of service to the other and appraise their

own gains. At the end of the school year, the health education teacher and the agency adviser meet to evaluate and grade the student's entire volunteer effort.

Apart from academic evaluation methods, students are judged on the extent to which they evidence respect for themselves as individuals, show pride in their accomplishments without boasting, and involve themselves in leadership roles in work and discussion areas.

PSYCHOLOGY STUDENTS WORK IN NURSING HOMES

THE SCHOOL

A co-educational parochial high school, for students in grades nine through twelve, located in a large urban area.

THE COURSE

As part of a year-long psychology course, high school seniors are required to serve in one of several local nursing homes twice a week for one nine-week semester.

BENEFITS TO THE COMMUNITY

Over 96 high school students provide personal help, attention, and friendship to residents in local nursing homes. The students participate in a variety of activities with the elderly. They plan Christmas parties and holiday feasts; they write letters, read to the elderly, share hobbies and personal experiences, accompany ambulatory residents on outside excursions, help them with arts and crafts, and join with them in song fests and other musical events.

These high school students provide friendship and care for occupants of several institutions, including a center for recently retired persons in good health; a home for the very elderly and the mentally retarded elderly; three nursing homes where the majority of residents are bed-ridden and suffer from strokes and other serious disabilities; and a half-way house for elderly who are recuperating from disease or temporary disability.

BENEFITS TO THE STUDENT VOLUNTEERS

The student volunteers have learned interpersonal communications skills. They have learned to converse with and to enjoy the company and friendship of elderly people; they have learned to relate to and appreciate people different from themselves and to be sensitive to others' needs. The students have come to know themselves better as a result of their volunteer activities. They have been better able to understand principles of psychology learned in class.

RATIONALE AND ORIGINS OF THE PROGRAM

The concept of providing volunteer service in local nursing homes in conjunction with a psychology class was suggested first by the volunteer coordinator of a new suburban public high school. The volunteer coordinator shared her idea with the administrators of her own and other public and private high schools and it received consideration. The public school system decided to go slowly and test and try before adapting the program, but a parochial high school decided to move immediately on a pilot project basis. They solicited the help of the local Voluntary Action Center.

During the summer preceding implementation of the pilot project, the staff and volunteers of the Voluntary Action Center contacted several local nursing homes and made preliminary arrangements for the parochial high school students to work with the elderly residents of each home, beginning in the fall. These contacts were made under the direction of a volunteer at the Center who offered to serve as program coordinator and provide liaison between the school and the nursing homes.

The Center's program coordinator then met with the principal and the psychology teacher of the parochial school to draw up specific program objectives and to determine the Center's responsibilities vis-a-vis those of the classroom teacher. Together they decided that the Center would be responsible for initiating and maintaining contact with the participating nursing and retirement homes, for program administration, and for the supervision of student volunteers. The Center also agreed to be responsible for the transportation of students to and from the nursing homes twice a week, for provision of materials such as craft supplies, and for whatever incidental costs might be incurred during the course of the pilot project. The Volunteer Center staff offered to assist the psychology teacher with volunteer orientation at the beginning of each year.

The course teacher accepted responsibility for the initial introduction of her students to the concept of volunteer service as a practical application of classroom work, for identifying students who would volunteer each quarter and so informing the Voluntary Action Center, for assisting

the Center and the particular nursing homes with whatever problems might arise as a result of student volunteer participation, for relating the students' volunteer activities to their classroom learning, and for evaluating the effects of the program on the students at the end of the year.

The program was designed to benefit both young and old participants by providing mental stimulation for residents of nursing homes while making the students aware of the needs of elderly persons and providing the students with psychological-communications training.

The Center's program coordinator recruited other Center volunteers to help coordinate, supervise, and transport students in the high school program. They were assisted by other adult volunteers, recruited from several local community organizations such as the Welcome Wagon, Jayceettes, the medical auxiliary association, and church groups. Parents of prospective psychology course students also were recruited to help in the program.

HOW ARRANGEMENTS ARE MADE

Program arrangements are made by the Voluntary Action Center's program coordinator in cooperation with the high school psychology teacher.

Program orientation begins the first day of the course and continues for several days. The teacher introduces volunteer visitations to homes for the elderly as a course requirement and explains how this relates to the subjects the students will study in class. Later she discusses with the class the needs of the old people for companionship, attention, and personal assistance. The class then discusses the meaning and processes of growing old, the behaviors of old people and the common disabilities such as senility and loss of memory or hearing.

Later in the week the program coordinator from the Voluntary Action Center visits the class. She talks to the students about the various homes where they will be working, describes the types of people in each and the kinds of personal attention most needed. She discusses these in terms of emotional needs common to all people--the need for love, affection, approval, acceptance, and the need to look forward to something. She then gives a student volunteer handbook to each student and reviews it with them. The handbook contains a list of goals for volunteer service and a similar list of recommended approaches for working with the elderly.

The list of goals suggested that student volunteers should be able to:

- Give residents moments of happiness and interest in life, some satisfactions in the present, something to look forward to, and a belief that someone is interested in them.
- Stimulate the old people's interest in the outside world, in creative activities, and in intellectual and recreational pursuits, thereby helping them to be more independent.
- Stimulate their physical and mental health and prevent regression.
- Restore the resident's faith in himself, his dignity, and his worth.

- Reassure him that he is still a member of the community and is not forgotten.

- Help him make the most of those abilities he still possesses; restore those than can be restored; minimize the handicapping effect of lost abilities.

- Help him attain a feeling of achievement.

- Provide opportunities for him to be of service to someone else.

- Establish friendly relationships with his neighbors in the residence.

- Help him to laugh.

The handbook recommends several approaches to achieving goals:

- Make the person or persons feel special.

- Greet them by name.

- Compliment them on their appearance or countenance.

- Talk with them about things they are interested in--their families, children, gardens, hobbies, travels.

- Learn as much as possible about these elderly people and share interests and hobbies with them.

Once the class and the program coordinator have reviewed and discussed the handbook, the coordinator explains the mechanics of the program and the relationship of the Voluntary Action Center to the program. She tells the students that they will be taken to the homes and supervised by adult volunteers. The need for parental permission and tuberculosis tests are explained, the appropriate forms are distributed, and a date is set for the class to go together to the county health department.

Together the psychology teacher and program coordinator explain the students' volunteer responsibilities. They are told that they must:

- Regularly attend their volunteer activity and be punctual in meeting the adult volunteer supervisor.
- Report any problems to the volunteer supervisor.
- Relate volunteer experiences to classroom work.
- Work with one old person on a consistent one-to-one basis. This helps the students gauge their own growth and assess the benefits of their visits.
- Maintain a volunteer journal.

Home Visits

Several weeks after the initial orientation sessions, the students, accompanied by adult volunteers, visit each of the nursing and retirement homes. During their visits they talk to the staff of each institution and with some of the residents. Following these visits the students select the residence in which they wish to volunteer.

Students start volunteering at the beginning of the second school quarter. The psychology teacher schedules the volunteer activities of each of her three senior psychology classes on a rotating basis so that while one of the classes is volunteering, the other two are engaged in classroom psychology studies. At the beginning of each class' volunteer quarter, the Voluntary Action Center's program coordinator accompanies the students to the homes and demonstrates to the students ways to approach the old people and to meet and talk with them. This helps to ease the students' first-day tensions. After the first day, each student is on his own to meet with the old people and to choose the person with whom he will relate on a constant basis.

HOW THE COURSE FUNCTIONS

The three class sections in senior psychology are all taught by the same teacher. Each section meets three times a week for 70 minutes. With the exception of the first quarter, which lays the academic groundwork for the year and prepares the students for their later volunteer activities, the sequence of topical and course activities rotates from class to class on a quarterly basis. Thus, each class is engaged in volunteer activities during one of the last three quarters of the school year. This rotational course schedule was designed by the teacher to accomodate the large number of students enrolled in the course (close to 100 the first year) and to facilitate volunteer arrangements and administration.

Personal growth and development is the major focus of this introductory psychology course. Through a combination of affective and cognitive learning activities, which includes discussions, films, speakers, learning games, and student reports and projects, the students are expected to assess the factors that contribute to personal growth and individual personality and character development. In both their volunteer and class activities, the students are challenged to evaluate their own growth and development, and to observe and express their behavior and their attitudes toward the behavior of others. Course content is divided into four sections: (1) Decision-Making, (2) Basic Human Needs, (3) Human Needs of others, and (4) Working with Others (the volunteer quarter).

Decision Making

The ability to make decisions is presented as the key to personal growth and development. The psychological factors and processes involved in decision-making are studied and provide the students with a framework for the remainder of the course. The students learn about the components that go into making decisions--the effect of individual values, the kinds of information necessary to make a decision, and the strategy used in carrying out decisions. One of the first decisions the students are asked to make is where they would like to volunteer.

By the end of the first quarter of study, the students are expected to be able to:

- Identify three personal values and provide a clear, objective rationale for each.
- Describe the role of values in a specific decision-making situation.
- List the four kinds of information required in good decision-making, provide a personal situation that requires a decision, and list possible alternatives in rank order.
- List and describe four common decision-making strategies.
- State the relationship between risk-taking and strategy in a specific decision-making situation.
- State that they feel more confident in their ability to make decisions.

In class the students discuss and examine the ways in which personal values develop and change and the factors that bring about these changes. As an assignment, the students are required to write about a personal value that has changed, describe the original value, the factors that led to questioning that value, and their present attitudes towards that value. The teacher also gives the students a list of questions to answer, in essay form, on values that relate to people, religion, patriotism, morals, friendship, social problems, politics, and war. For example, the students must answer the question: "Do you believe that most people are basically good?" Similarly, they are asked to respond to the question: "Would you steal something you want if you knew you would not be caught?"

Basic Human Needs

This section involves a study of human psychological development and focuses on the development of the students in the class. The primary objective of this quarter of study is for the students to define the concept of a mature person and to assess their own progress in achieving maturity. The

students begin by studying the seven basic needs of man: for security, other people, self-esteem, recognition, meaning in life, self-direction, and achievement. The students discuss in small groups the concept of each need and define each need. Each group then shares its definitions with the rest of the class. These are compared, discussed, and equated with the textbook definitions.

During this quarter the students are required to:

- List the qualities of a mature person.
- Describe the four stages of personal growth.
- Describe the limits of heredity and environment in their own personal situations.
- Describe five ways of viewing a situation.
- List the seven basic human needs and rank them according to their own needs.
- Explain the mystique in some person they choose, using film, tapes, records, or whatever medium they wish. Each student presents his topic in class, often using an old person with whom they work as the subject.

At some time during this quarter, the students are also given a graph on which they are asked to indicate their lives in terms of success. They are then asked to respond to several questions regarding their definition of success. Some of the questions are:

"My life will be a success if_____."

"I am happiest when_____."

"Unless I succeed in _____, I will be a failure in life."

"What accounts for your more /less successful periods in life?"

The Human Needs of Others

Through role-playing, lectures, class discussions, and papers, the students learn about the needs of other people.

They learn about roles, expectations, beliefs, and defenses common to different types of people, including parents, teachers, and peers. For instance, they are asked to give written answers to questions of this type:

- Do most high school students really care about what is right and wrong? Do they worry about doing the right thing? Are they often confused about what is the right thing? Describe the kinds of things you feel confuse high school students.
- Do you think adults are more immoral than teenagers?
- What is the worst kind of thing young people do to adults? What is the worst kind of thing adults do young people?
- Why might adults find it difficult to treat youngsters as individuals?
- What opinions of adults do you have that might keep you from seeing them as individuals?

Toward the end of the quarter, the students are required to write about an issue they feel strongly about but are hesitant to discuss with others. They must write about the issue from the viewpoint of another person. They are asked to create a situation and invent a character to speak for them. The purpose of the project is to provide the students with a disguise through which they can more closely examine their own feelings. For example, a student may create a character who is involved in group therapy and then reveal what the sessions are like and how that person feels.

Working with Others

This section is offered in conjunction with the volunteer quarter. It directly reinforces the student volunteer experiences in working with old people. During this part of the course, the students do volunteer work during one of the two 70-minute class periods each week.

In class the students share their volunteer experiences and discuss their observations of the institutions and the old

people. They describe the old person or persons they visit, as fully as possible to the class. Topics for class discussions often result from the experiences of particular students. For instance the class may discuss senility, the attitudes of some of the old people, or the effects of physical disabilities on personality. Occasionally the teacher brings speakers to the class to answer students' questions. These speakers have included a specialist in gerontology, a county health nurse, a psychologist from the county health department, and representatives from the American Association of Retired Persons. State legislators and lobbyists for the elderly have visited the class and described the kinds of proposals for the aged that have been submitted to the state legislature. Administrators from several of the nursing homes in which the students serve have talked about the backgrounds of the old people the volunteers work with.

Volunteer Journal

Each student is required to keep a volunteer journal and to make entries following each volunteer session. Students are told not to work on their journals during their visits with the old people. The entries must include:

- A description of the situation of the meeting, the date, time, place; how the old person looked; how he greeted the volunteer.
- A description of the events of the meeting--what the student and old person talked about; what they did; what the students learned about themselves; what they learned about old people in general.
- A description of the person's physical appearance--his mood, feelings, and attitudes.
- A description of the staff's treatment of the old person, the staff's attitudes toward the old person, and the old person's relationship with and feelings about the staff. The students are required to support their observation with specific situations or conversations.

The teacher reviews the journals several times during the quarter. This helps her to assess the progress and prob-

lems of each student, provide individual counseling help to those students who need it, and establish her final evaluation of the students' interest in the activity and the energies exerted.

One major assignment required of each of the students during this volunteer quarter is a project that describes the virtues and positive characteristics of one or more of the old people with whom the students are involved as volunteers.

The students can choose whatever medium they prefer to describe one or several of the old people with whom they work. Midway through the quarter they must inform the teacher of the type of project they will be doing. The teacher then assigns each student a date to present his or her project.

Each project must include as much information about the old person's feelings, attitudes, background, family, and experiences as possible. As a guideline, the teacher suggests certain information the students might try to find out about the person in their project--what the person dreams about; how they feel about God; how they view life and other people; how they feel about their past.

The objectives of the project are to help the students become more observant, to challenge their abilities to communicate with and learn about the old people they are working with, to increase their sensitivity to the old people, and to help them express what they have learned and experienced both orally and in writing.

The students have selected a variety of mediums for their projects, including short stories, illustrated poems, original dances, a musical essay, dramas and skits, photo essays, and taped interviews. For example, two boys interested in photography took a series of pictures of the old people they had been closest to. They developed the pictures themselves, arranged them in booklet form, and wrote a story around the pictures.

Another student brought his elderly friend to class. The man talked to the class about his life and about the home. Together with his young friend, he showed slides of the residence.

Another student wrote the life story of an elderly woman she had come to know well. She illustrated the story with

magazine illustrations which she felt depicted the woman at different stages in her life. She told about the woman's childhood, her marriage, her children and family, her activities and hobbies, and her move to the nursing home. The student interspersed this life history with dialogues she had had with the woman and descriptions of her own feelings about the woman's life.

HOW THE PROGRAM IS EVALUATED

The psychology teacher evaluates the students' learning and their volunteer progress informally. She assesses the students individually, according to the interest and initiative they show in class. She also considers the extent of their class participation and contributions and the degree to which they relate their volunteer experiences to the topics discussed in class. The students also are evaluated on their accomplishments in meeting the course objectives and on their volunteer journals and class projects. One of two final exams is designed to indicate what each student has learned from his or her volunteer experience as it relates to their classwork. The other tests their factual and theoretical understanding of the principles of psychology that have been covered in class.

The students are graded at the end of each quarter.

At the end of the year, the teacher provides a written evaluation form to each student. It relates solely to volunteer experiences and impressions. Examples of some of the questions asked are:

- What values do you see in this kind ot volunteer experience?
- How has it helped you to grow as a person?
- What did you enjoy doing the most? The least? Why?
- What suggestions do you have for improving the program for the next group?
- Would you be interested in continuing to volunteer occasionally on your own?

STUDENTS IN COMBINED STUDIES COURSES VOLUNTEER AS TUTORS OR IN AGENCIES

THE SCHOOL

A large suburban high school located on the outskirts of a major metropolitan area.

THE COURSE

Seniors in a combined social studies and English course volunteer, as an optional part of the course, either as tutors and teachers' aides within the school itself or in a variety of community agencies located in the nearby suburban metropolitan areas.

BENEFITS TO THE COMMUNITY

For at least four hours a week throughout the school year, student volunteers provide needed services to a variety of community agencies. Pre-school children in a mentally retarded home receive personal attention and assistance, and residents of a home for the aged find companionship when they are visited on a one-to-one basis by the student volunteers. Students also help the elderly with arts and crafts instruction and plan and organize Christmas parties.

In a number of hospitals students work in labs, prepare patients for medical examinations, check medical histories for the doctors, and even assist in the inhalation therapy wards. Volunteer tutors also give mini-courses to younger children in their own high school as well as in other area schools and assist teachers in subjects that range from math to music.

On short-term projects and in cooperation with the Municipal Department on Family Service, students collect furniture and clothing, often providing their own transportation, and distribute these to needy families in the area.

BENEFITS TO THE STUDENT VOLUNTEERS

By being exposed to social situations and problems few of them have ever encountered before, the student volunteers become aware of community problems. They learn to understand the difficulties of those with special handicaps. They develop confidence in their ability to be of service and become more outgoing. Because they are learning both in and out of school while rendering service at the same time, student volunteers feel a sense of purpose and achievement which is often valuable in helping to define the direction their own careers will take.

For many students volunteer service has already become an important and natural part of their lives, a part that will continue into later life.

RATIONALE AND ORIGINS OF THE PROGRAM

For some time the school had a course called Social Studies and English that emphasized a traditional humanities-type approach. It was an one and half credit year-long course in English, History, Art, and Music, taught by four teachers to about 35 seniors.

Later the course became somewhat less traditional because the nature of education itself was changing. More and more teachers realized that there was a growing problem of motivating today's students who were becoming less convinced that studying the past was worthwhile.

Teachers were of the opinion that a recognition of their students as functioning, independent human beings facilitates the learning process, and the course began to move away from the traditional approach. Its name was changed to Combined Studies, and all teachers were invited to become involved in it either by teaching or by contributing ideas. The result was that 15 teachers became involved and the course was offered to all seniors. There are now five full-time teachers for approximately 350 students.

Students expressed interest in supplementing their academic learning at school with outside learning activities, and teachers, too, began to feel that a program could be made more effective if students were involved in some way with institutions and agencies in the community. They decided to supplement the Combined Studies course with a practicum based on volunteer service in day care centers, old people's homes, elementary schools, and hospitals.

The practicum has three main objectives. The first is to provide a means for students to gain self-satisfaction from acting independently within a structured setting. The second is to provide an opportunity for the student to be of service and value to the community, and finally, to enable the student to become familiar with new concepts of learning and the many different ways of learning through practical experience.

The practicum is not a substitute for the Combined Studies course. It is a valuable and entirely voluntary addition to it, emphasizing to the students that a relationship exists between their Combined Studies course and their volunteer work.

HOW ARRANGEMENTS ARE MADE

Combined Studies teachers ascertain the students' needs and interests and the beginning of the school year. After this has been done, they contact the local Chamber of Commerce to obtain information on community agencies and organizations. These organizations are then called to determine their needs for student volunteers. Then the teachers enlist administrative assistance to help with the program.

In structuring the practicum, the opinions of the agencies are taken into consideration, and many of their ideas have been incorporated in the program. It is generally agreed, for instance, that it is important to have rules and guidelines for everyone to follow when working in agencies. Students and agency staff also agree that monthly meetings for the student, the practicum teacher, and the staff person are necessary. This may take the form of a field trip, a lecture, or a workshop.

Recruitment and Orientation

Seniors who choose to participate in the volunteer program do so as part of the lab phase of their year-long Combined Studies course. They are informed at the orientation session that the practicum amounts to between 30 and 50 percent of the Combined Studies course, depending upon duties accomplished. Each year approximately three-fourths of the seniors enrolled in the course participate, volunteering at least 4 hours a week in a variety of community service agencies or as tutors. The high school volunteer coordinator, who is responsible for operation of an organized volunteer program, recruits volunteers upon request from community organizations, and the number of volunteers recruited inevitably depends on the ability of the program and cooperating agency to deal with them in an effective manner. The volunteer coordinator and the agencies staffs assume responsibility for providing initial orientation and training. The training takes place at the high school and at the agency.

The students who volunteer for the practicum program are told that they must be punctual and consistent in their attendance, fulfill the duties asked of them, and be willing to function within the structure of the cooperating agency or institution. They are expected to assume responsibility for planning and carrying out projects and any other activities in which they participate.

HOW THE COURSE FUNCTIONS

The Combined Studies course can best be described as an in-depth investigation of what man has done, what he is doing, and what he will do in his creative and social life.

Students study writings, paintings, musical compositions, and philosophical expressions. They also examine prominent individuals, both ancient and modern, to discover their ideas and beliefts, their attitudes, and their sense of values. How people get along with other people, how people interact, what they do and why, and what the consequences are, are all discussed. An important aspect of the course is the relationship of the student to other people.

The Combined Studies course is organized around seven questions:

1. How can man know man?
2. Is man what he says, or what he does, or what he believes?
3. What is man's moral nature?
4. Does the fulfillment of man lie in the mind or in the spirit?
5. How does man respond to the human condition?
6. Why is man here?
7. Where is man going?

Four cycles of six days are devoted to each question during the school year. In each six-day cycle, the teacher schedules two 60-minute large groups for a total of 120 minutes; three seminars of 40 minutes each for a total of 120 minutes, and two labs of 60 minutes each for a total of 120 minutes. The scheduled time is therefore 360 minutes for each six-day cycle, an average of 60 minutes a day. Additionally, each Combined Studies student used at least 120 minutes per cycle on independent study.

The faculty believes that education takes place best in these four phases of instruction and should be organized in such a way that students can participate in carefully planned learning experiences in all four phases: (1) large groups, (2) small groups of 12 to 15 students, (3) labs, and (4) individual independent learning situations.

Lab Work

A major goal of Combined Studies is to make students more aware of the world outside school, and consequently, meaningful field trips are included as lab work. These may range from a visit to the local police department for research purposes, to an anthropological dig for artifacts of early inhabitants of the state, a project which may last two or three days. Lab experience also includes lectures by guest speakers and various reading and writing assignments to improve communication skills.

For a three and a half-week period each student may choose either an activity from a list provided by a lab instructor, or devise an activity of his own that has been cleared with the lab instructor. The list includes such activities as voter registration, collection of solid waste for recycling, compiling a monthly newsletter to be distributed to parents and faculty, and a "Crisis Intervention" project that involves only those students who are 18 years of age and who, with parental consent, attend "Crisis Training" sessions conducted by the staff of the city's drug abuse center.

The Practicum

The practicum, which is community-oriented, is the volunteer phase of the Combined Studies course. It serves to complement and reinforce much of the learning taking place in the other phase of the course. Intellectual development is highly stimulated in a program such as this, where the student is functioning in new surroundings, in a different role, and working with understanding, conscientious people.

Because the high school is on a modular six-day cycle volunteers are not able to go to their service agencies on an "every Tuesday" basis, but must attend on a rotating basis such as "Tuesday this week, Wednesday the next, and Thursday the following week." A calendar with the school's cycle days marked on it is given to all involved in the program. Student volunteers are allowed to go to their service areas between the hours of 8:20 a.m. and 3:00 p.m., if they have sufficient unscheduled time.

In a recent motivational survey administered by the high school's volunteer coordinator, approximately 125 seniors stated that they serve as volunteers for three reasons:

1. The opportunity to help others. This was the one given by 80 percent of the students as their first motivational factor.

2. A sense of accomplishment.

3. The opportunity for self-development and importance.

One way to see these factors in actual operation is by observing some 20 students giving a series of mini-courses, lasting nine to ten weeks, to younger children in two community schools. The courses are varied and stimulating; there is instruction in chess, Spanish, sewing, art, and theater. All of the students teach approximately one and one half hours once a week.

Some 25 seniors are helping younger students in their own school by assisting teachers in math, English, science, music, and business education. They also meet with younger students in labs and independent study areas to answer questions and offer encouragement. In math the student tutors concentrate on language used in problems, for younger students are often bewildered by the way a problem is worded. Volunteers are able to break such a statement down into more understandable sentences.

In addition, students are responsible for readings to supplement their volunteer work, maintaining weekly journals of their experiences, and attending small group monthly evaluation meetings with other students, the course director, and agency personnel.

A concerted effort has been made to develop meaningful work for the student volunteers. This has resulted in student participation in a wide variety of service activities. The volunteers have helped as:

- Recreational aides or leaders in a play-school program for 3-5 year olds.
- Group workers to organize and carry out a furniture and clothing drive. This included collection of items and delivery to homes or agency.
- Day care aides and assistants, or with a teacher working with pre-school children 3-5 years of age.
- Teacher assistants, working with retarded children in a day-camp, providing instruction in physical education, swimming, arts and music.
- Departmental aides, assisting teachers with typing, making lists, and duplicating.
- Telephone operators in a youth center.
- Physical therapy aides and teacher aides in a nursery school for mentally retarded pre-school children.

In addition, students have visited patients on a one-to-one basis in a mental health center, and they have visited with residents of a home for the aged, planning activity programs and helping them with arts and crafts.

The volunteers' weekly journals record their activities, observations, and readings. Students are asked to describe what they did on their volunteer service day and express their reactions, feelings, and attitudes. They are asked to describe what they would have changed in the day's activity, what may be bothering them, and what they have learned.

At the end of the year, the student compiles his notes into at least five pages of summary and attempts to generalize ideas from the particular notes he has made.

HOW THE PROGRAM IS EVALUATED

Agency Evaluation

The director of the volunteer practicum sends evaluation forms to each of the participating agencies twice during the school year.

The first form, sent out midway through the program is a multiple choice questionnaire which asks such questions as:

- The volunteer program functions well as a means of developing the student volunteer's interests and abilities, complementing your program's goals and objectives and dealing with a definite community need. Do you:
  (a) Agree (b) Disagree (c) Don't know

- The volunteer program includes in its organization sufficient orientation, training, and follow-up. Do you:
  (a) Agree (b) Disagree (c) Don't know

The second and final evaluation form attempts to assess the individual student volunteer's contribution, behavior, and progress within the agency. Sample questions are:

- Student volunteer shows willingness to contribute ideas and share skills:
  (a) Minimal (b) Erratic (c) Sometimes (d) Consistent

- Considers and is sensitive to the comments and criticisms of others.
  (a) Never (b) Seldom (c) Frequently (d) Very often

The agency is also requested to give an overall impression of the volunteer, his major strengths and his major difficulties.

School Evaluation

All Combined Studies teachers are involved in the determination of the students' grades. Letter grades are awarded four times a year. Grades are based on a point system which is explained to the students at the beginn[illegible]

of the year. A total of nine points ranked according to the degree of initiative and quality of work produced is given for each of the four phases of instruction - large group, seminar, lab, and independent study.

For example:

Lab Work

Points	9	Initiates, plans, and expedites lab activities.
	8	Initiates and plans lab activities.
	7	Initiates lab activities.
	6	Leads in assigned lab activities.
	5	Participates in assigned lab activities.
	4	Sits quietly with others involved in assigned lab activities.
	3	Sits quietly by himself, uninvolved in lab activities.
	2	Works on unrelated activities in lab.
	1	Disrupts lab activities.
	0	Absent or cuts frequently.

The practicum is considered an independent study activity, but may, at the discretion of the instructor, also replace lab activities. Independent study is optional but if none is done, the best grade a student can expect is a D.

GSA A 74.254.210